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ABSTRACT

Summarized are 89 projects which served exceptional students in all 67 Florida school districts and were funded during the 1975-76 school year under P.L. 91-230 Title VI B (Education of the Handicapped Act) as ammended by P.L. 93-380 and P.L. 94-142. Projects are divided into the following major areas; Florida Learning Resources System, Alternative Instructional Practices, Early Childhood, Low Prevalence, Emotionally Disturbed, Unserved, Child Find System, Classes and Support Services, and Profoundly Retarded. Information on the problem area, project criteria, and consultant comments are provided for each major area. Information on each program includes address, list of administrators, project title, participating districts, amount of funding, year of funding, and a summary. (SBH)

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TITLE VI in '76

Review of Projects Funded Under P.L. 91-230 Title VI-B, Education of the Handicapped Act, as Amended by P.L. 93-380 and P.L. 94-142

Fiscal Year 1976

EC102567

Florida Department of Education

June 1977

FOREWORD

The Florida Department of Education is pleased to present this report of projects funded during the 1975–76 school year under P.L. 91-230, Title VI-B, Education of the Handicapped Act, as amended by P.L. 93-380 and P.L. 94-142.

The activities of eighty-nine projects which served exceptional students in all of the sixty-seven school districts and represented an expenditure of $4,437,580 are summarized. We are indebted to the school district personnel who responded to the request for projects and who successfully carried out the project activities.

It is hoped that, through the presentation of project summaries, interest will be stimulated to promote the replication of some projects in other school districts to further the impact of Title VI-B funds on Florida's exceptional students.

Ralph D. Turlington

Ralph D. Turlington
Commissioner of Education

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INTRODUCTION

The Elementary and Secondary Education Act (ESEA) of 1965 made funds available to states for the establishment, maintenance, and operation of supplementary educational programs including programs for handicapped students. Public Law 91-230 amended the ESEA in 1971 to include, under Title VI, the Education of the Handicapped Act. Part B of the Education of the Handicapped Act provided for grants to the states to initiate, expand, and improve programs for handicapped children. These funds were to be used to stimulate the development of comprehensive quality programs and services, to demonstrate innovative practices and procedures, and to encourage educational reforms which would enhance the learning potential of handicapped children. These activities were in addition to the basic minimal types of programs normally provided through state and other monies.

P.L. 91-230 was amended by P.L. 93-380 for fiscal year 1976. The intent of the amendment was to provide financial assistance to the states to identify, locate, and evaluate all handicapped children, to establish full educational opportunities for all children, and to establish a full service timetable.

The 94th Congress passed P.L. 94-142, the Education for All Handicapped Children Act, which further amended Title VI-B with the intent of assuring that "all handicapped children have available to them within the time periods special education and related services designed to meet their unique needs, to assure that the rights of handicapped children and their parents or guardians are protected, to assist States and localities to provide for the education of all handicapped children, and to assess and assure the effectiveness of efforts to educate handicapped children.

In accordance with Federal guidelines for the development of Florida's state plan, the State Advisory Committee for the Education of Exceptional Students met on October 9 and 10, 1974, to review the status of exceptional students in the state. From a list of urgent program needs, the following problem areas represented the recommended priorities for fiscal year 1976 Title VI-B funding:

I. Florida Learning Resources System
II. Alternative Instructional Practices
III. Early Childhood
IV. Low Prevalence
V. Emotionally Disturbed

In June, 1975, a second request for projects was made due to an increase in Florida's Title VI-B grant award. The priority use of these funds was for handicapped children not receiving an education, the Unserved.

Project applications were invited from local school districts in accordance with identified problem areas as established by the State Advisory Committee for fiscal year 1976. A meeting was held to review project applications. Each Committee member, primary and secondary reader, presented the projects to the several Committee review groups. As requested by primary readers, some project developers appeared before the review group to clarify aspects of their projects.

Following the review, negotiations on budget or project revisions were made by the Bureau of Education for Exceptional Student staff with the local education agency and recommendations for approval were sent to the Commissioner of Education. Grant awards, based on the total grant award to the State, were made on a fiscal year basis to the local education agency.

District personnel is listed as of project funding or operation.

STATE ADVISORY COMMITTEE FOR EXCEPTIONAL STUDENT EDUCATION

The Commissioner of Education appointed the State Advisory Committee for the Education of Exceptional Students in 1967 to develop priorities for programs under Title VI-B and to determine projects to be funded. Since 1969 the responsibilities of the Advisory Committee have included making recommendations concerning procedures and policies for the operation of the total exceptional student program as well as the original responsibilities for Title VI-B.

The Committee members are representatives of allied service agencies, public and private schools, and professions concerned with the education of handicapped students. Members of the Committee for 1975–76 were:

Mrs. Charlotte Barres; Florida Congress of Parents and Teachers; Tampa, Florida.
John J. Benton, M.D.; Pediatrician; Panama City, Florida.
Mrs. Ellen Bryant; Director, Exceptional Student Education, Gadsden County School District; Quincy, Florida.
Dr. Otha P. Cox; Assistant Superintendent, Monroe County School District; Key West, Florida.
George Dell, M.D.; Pediatrician; Gainesville, Florida.
Dr. Sterling Dimmit; Mental Health Institute; Tampa, Florida.
Mrs. Nancy Erikson; Department of Health and Rehabilitative Services—Planning and Evaluation; Tallahassee, Florida.
Dr. Steve A. Freedman; Department of Health and Rehabilitative Services—Children's Medical Services; Tallahassee, Florida.
Emily Gates, M.D.; Department of Health and Rehabilitative Services—Health Services; Tallahassee, Florida.
Mr. Michael E. Jackson; Jackson and Jackson Law Firm; Palm Beach, Florida.
Dr. Curtis B. Killough; Assistant Superintendent, Escambia County School District; Pensacola, Florida.
*Dr. Stewart Kinde; University of South Florida—Speech and Hearing; Tampa, Florida.
Dr. Marya Mavilya; University of Miami—Deaf Education; Miami, Florida.
Dr. William McClure; Florida School For the Deaf and Blind; St. Augustine, Florida.
Miss Alma Lu Meerdink; Teacher of the Visually Handicapped, Palm Beach County School District; West Palm Beach, Florida.
Mrs. Nell Melzer; Department of Health and Rehabilitative Services—Retardation Services; Tallahassee, Florida.
Mr. Robert Jernigan; Department of Health and Rehabilitative Services—Vocational Rehabilitation; Tallahassee, Florida.
Mr. Jack Morgan; Department of Health and Rehabilitative Services—Youth Services; Tallahassee, Florida.
Mr. Harry Nelson; Vanguard School; Lake Wales, Florida.
Mrs. Jeanne T. Palaske; Florida Association for Retarded Citizens; Miami, Florida.
Mrs. Carol Steingold; Florida Association for Children with Learning Disabilities; Sarasota, Florida.
Dr. Dorothy Sisk; University of South Florida—Gifted Education; Tampa, Florida.
Mr. William R. Thomas; Director, Exceptional Student Education, Orange County School District; Orlando, Florida.
Mr. Edwin A. Thompson; Florida School Board Association; Bartow, Florida.
*Chairman

EVALUATION

Each project application contained an evaluation component to assess the extent to which each objective resulted in a successful outcome. End-of-year reports submitted for each project reported the outcomes based on internal project evaluation. Written interim reports indicated mid-year progress and concerns. Staff of the Bureau of Education for Exceptional Students made on-site visits to some projects in all problem areas, as time permitted.

A third-party evaluation was made in conjunction with problem area conferences in Early Childhood, Alternative Instructional Practices, Low Prevalence, and Emotionally Disturbed. Project directors were requested to present their projects to their respective problem area groups for which there were out-of-state consultants and in-state reactors. The consultants were asked to evaluate the projects based on the conference presentations and to submit written comments on the total problem area. Reactors were asked to comment at the conference on the relation of the projects to their perceived needs of exceptional students in Florida.

Early Childhood

A Florida Early Childhood Education of the Handicapped Meeting was held in Tallahassee on April 20 and 21, 1976, to acquaint participants, representing federally and locally funded projects, with the status of early childhood education for the handicapped in Florida. Emphasis was placed on the federal, state, and local commitment to early intervention, identification of replicable models, determination of needs in early childhood education for the handicapped, and utilization of these needs in the updating of a state plan.

Consultant for the meeting was Mrs. Ann R. Sanford, Director, Training Outreach Project, Chapel Hill, North Carolina. Reactions to Title VI-B projects were based on the following criteria:

1. The accomplishments of the projects relative to their stated objectives.
2. The impact of the project activities on the unique needs of students in the exceptionality area.
3. The impact of the projects on exceptional students regarding needs in Florida.

Alternative Instructional Practices, Low Prevalence, Emotionally Disturbed

On May 10 and 11, 1976, consultants and reactors met in Tallahassee with the project directors of Alternative Instructional Practices, Low Prevalence, and Emotionally Disturbed problem areas to present project results, discuss areas of concern, and to plan for problem area dissemination. Suggestions were made of projects that had demonstrated a viable model for implementation and were worthy of continuation funding for another year. This was determined by:

1. The accomplishments of the projects relative to their stated objectives.
2. The impact of project activities on the unique needs of the students in the area of exceptionality.
3. The impact of the projects on exceptional students regarding needs in Florida.

Other criteria determined by the consultants dealt with the importance of developing dynamic and viable models to meet the needs of excluded children, documenting child progress, determining a time table for dissemination of information, establishing a correspondence between objectives and evaluation instruments, and planning for parent programs. Consultants and reactors for the meeting were:

CONSULTANTS:

Alternative Instructional Practices:
Dr. Tommy Russell; University of Alabama; University, Alabama.

Low Prevalence:
Mr. David Mills; Division of Exceptional Children; Department of Public Instruction; Raleigh, North Carolina.

Emotionally Disturbed:
Dr. Margaret Wood; University of Georgia; Athens, Georgia.

REACTORS:

Alternative Instructional Practices:
Ms. Coramae Paganini; Alachua Association for Retarded Citizens; Gainesville, Florida.
Dr. William Wolking; University of Florida; Gainesville, Florida.

Low Prevalence:
Dr. Marya Mavilya; University of Miami; Miami, Florida.
Dr. Gideon Jones; Florida State University; Tallahassee, Florida.

Emotionally Disturbed:
Dr. Herbert Boyd; University of South Florida; Tampa, Florida.

PROBLEM AREAS, PROJECT CRITERIA, OVERVIEWS

FLORIDA LEARNING RESOURCES SYSTEM

Problem Area:

There is a need for a coordinated system to provide information, services, and training relevant to the selection, evaluation, and utilization of instructional materials for programs for exceptional students.

Project Criteria:

Projects invited may be *New or Continuation*.

The proposed solution to this problem is to establish, under the auspices of the Florida Learning Resources System (FLRS), a network of regional exceptional student education instructional resources and human materials centers. The primary objectives of these centers will include the following:

A. Demonstrate a direct impact on learning and behavior of handicapped children.
B. Provide a support system for ongoing exceptional student instructional programs through the identification of program needs and the development and implementation of strategies to meet these needs.
C. Provide exceptional student teachers with the following services related to instructional materials, techniques, and evaluations:
    1. Direct services;
    2. Professional education;
    3. Development and evaluation;
    4. Two-way communication.

Improvement of instruction through the utilization of instructional materials based on individual diagnosis, characteristics of material, pupil performance outcomes, and other educationally relevant variables is the primary program function of a FLRS associate center. The use of instructional materials and techniques in achieving specific instructional objectives and the evaluation of materials in regard to their effectiveness in the learning situation are important means of implementing the program objective; however, the acquisition and distribution of instructional materials are secondary components and are vehicular in nature to the program objectives.

To facilitate the eventual development of a network consisting of a minimum of 16 regional centers serving all district programs in Florida, FY 1976 funding will provide for continuation of the FLRS Model/Demonstration Associate Center, and for the establishment of additional associate centers in accordance with the following criteria:

A. The goals and objectives of the project shall be child-centered and stated in terms of types of changes sought for specific participating children who are to be identified by the applicant according the the area(s) of exceptionality to be served.
B. The geographical area to be served by the project shall reflect a regional emphasis consistent with the State Plan for providing services to all district exceptional child programs, and must comprise a minimum total school population of approximately 50,000 students.
C. The project shall derive from and include as an operational base an existing materials distribution system and must show evidence of effective utilization of available local

resources, including existing exceptional student programs, personnel, equipment, materials, and services.

D. The project shall provide evaluation schema relative to student performance, resource utilization, and provision of services, and must incorporate plans for conducting cost-analysis of all aspects of the program.

E. The project shall contain assurances that it will function as an associate center of the Florida Learning Resources System (FLRS) and of the Southeast Learning Resource Center (SELRC) in accordances with terms and conditions specified in the FLRS Guidelines for the Development and Maintenance of Associate Centers. Copies of this planning document are available from the Florida Learning Resources System, Bureau of Education for Exceptional Students, Department of Education, 204 Knott Building, Tallahassee, Florida 32304.

Overview

The Florida Learning Resources System (FLRS) is an instructional resource system providing support services to district exceptional student education programs throughout the State.

Fourteen FLRS Associate Center projects, including 11 continuation and 3 new proposals, were funded during Fiscal Year 1976. As indicated on the network map below, these centers extended support services to 59 of Florida's 67 districts, representing 87% of the exceptional student education programs statewide. Total EHA Title VI-B funding for these 14 projects amounted to $1,281,830.

Consistent with network objectives and project criteria, each center provided within its designated area comprehensive services related to

(1) acquisition and development of materials designed to accommodate unique learning characteristics of the handicapped child;
(2) training in the design, selection, prescription, and use of instructional materials, including the development of competencies involved in mediated teaching;
(3) dissemination of information regarding available materials designed to meet learning objectives of children having specific learning characteristics; and
(4) provision of materials through an efficient logistical system of materials supply.

Each associate center operated as an integral part of the programs within its project area, with specific objectives and activities determined through formal needs assessment procedures, ongoing planning with program administrative and supervisory staff, and formative evaluation of services.

Direction was provided for each center through its respective advisory committee, comprised of exceptional student education directors and instructional staff, as well as district staff development and media program personnel, and representative of community agencies, university training programs, and parent groups involved in the education of the handicapped.

In addition to service functions within its project area, each center participated in Florida Learning Resources System Network activities, including annual network meetings, staff development institutes, conference presentations, and special projects. Centers were also involved in activities of the national Area Learning Resources System/Regional Resource System Network.

FLORIDA LEARNING RESOURCES SYSTEM

ASSOCIATE CENTER NETWORK

1	ALPHA	Martin, Okeechobee, Palm Beach, St. Lucie
2	CENTRAL	Highlands, Pasco, Polk
3	EAST	Brevard, Flagler, Indian River, Volusia
4	SOUTH	Dade, Monroe
5	SOUTHWEST SIX	Charlotte, Desoto, Glades, Hardee, Hendry, Lee
6	ACTION	Orange, Osceola, Seminole
7	CROWN	Clay, Duval, Nassau, St. Johns
8	MEDIA	Broward, Collier
9	PAEC	Bay, Calhoun, Franklin, Gulf, Holmes, Jackson, Liberty, Walton, Washington
10	SPRINGS	Citrus, Hernando, Lake, Levy, Marion, Sumter
11	SUNCOAST	Manatee, Sarasota
12	BUCCANEER	Hillsborough
13	PINES	Alachua, Bradford, Dixie Gilchrist, Putnam, Union
14	SEVEN	Baker, Columbia, Hamilton, Lafayette, Madison, Suwannee, Taylor

Evaluation

During FY 1976, approximately 5,328 teachers of the handicapped had access to instructional support services through the 14 operational Associate Centers. Data regarding these services, on a network basis, are reported below. The appropriate project abstracts for information regarding the operations of individual centers are also included.

Direct Services

Network data compiled from FLRS Associate Center End-of-Year Reports indicated that direct services related to information, materials, and/or training were provided to 96% of the approximately 5,328 teachers eligible for participation in these projects (Chart 1). Eighty-three percent of all eligible teachers participated in inservice training activities of the Centers (Chart 2).

Inservice Training

Associate Center Training Activities Reports (Chart 3) indicated that a total of 1,123 staff development/inservice training activities were held in conjunction with district exceptional student education programs in the 14 Associate Center service areas throughout the State. These sessions involved a total of 28,460 participants, including 18,137 special education teachers, with various areas of exceptionality represented as follows:

Area of Exceptionality	No. of Participants	% ESE Training Effort
Educable Mentally Retarded	4626	25%
Specific Learning Disabilities	3814	21
Emotionally Disturbed	1941	11
Trainable Mentally Retarded	1544	9
Speech/Language/Hearing	1542	9
Deaf	745	4
Visually Handicapped	367	2
Physically Handicapped	359	2
Homebound/Hospitalized	244	1
Other	2955	16
TOTALS	18,137	100%

Other participants in training programs totaled 10,323, including regular class teachers, 3600; program administrative and supervisory personnel, 2110; parents, 1302; university personnel, 879; agency representatives, 606; private school personnel, 346; and all other personnel, 1480.

EHA Title VI-B costs for the total 127,539 participant-hours of training provided amounted to $186,817, or approximately $1.46 per hour.

EHA TITLE VI-B PROJECT EVALUATION
FLRS END-OF-YEAR PROJECT REPORTS, FY 1976

Network Summary
Teachers Participating in Direct Services

	FLRS ASSOCIATE CENTER NETWORK		
Area of Exceptionality	**Total Number of Teachers**	**Number Participating In Direct Services**	**Percent Participating In Direct Services**
Educable Mentally Retarded	1555	1505	97%
Trainable Mentally Retarded	441	434	98
Physically Handicapped	143	137	96
Physical/Occupational Therapy	17	06	35
Speech/Language/Hearing	666	620	93
Deaf	180	173	96
Vision	74	72	97
Emotionally Disturbed	577	545	94
Specific Learning Disabilities	1100	1061	96
Hospital/Homebound	149	119	80
Varying Exceptionalities	287	283	99
Other	139	134	96
SUMMARY:	**5328**	**5089**	**96%**

EHA TITLE VI-B PROJECT EVALUATION
FLRS END-OF-YEAR PROJECT REPORTS, FY 1976

Network Summary
Teachers Participating in Inservice Training

	FLRS ASSOCIATE CENTER NETWORK		
Area of Exceptionality	**Total Number of Teachers**	**Number Participating In Direct Services**	**Percent Participating In Direct Services**
Educable Mentally Retarded	1555	1376	88%
Trainable Mentally Retarded	441	368	83
Physically Handicapped	143	102	71
Physical/Occupational Therapy	17	06	38
Speech/Language/Hearing	666	537	81
Deaf	180	157	87
Vision	74	68	92
Emotionally Disturbed	577	464	80
Specific Learning Disabilities	1100	924	84
Hospital/Homebound	149	102	68
Varying Exceptionalities	287	200	70
Other	139	125	90
SUMMARY:	**5328**	**4429**	**83%**

FLORIDA DEPARTMENT OF EDUCATION
BUREAU OF EDUCATION FOR EXCEPTIONAL STUDENTS
Florida Learning Resources System
Associate Center Training Activities Report

(July, 1975–June, 1976)

			PARTICIPANTS													
			Special Education Teachers											Other		
Associate Center	No. Sessions	Total Hours	EMR	TMR	PHYS. HAND	HOME/HOSP.	SPEECH/LG./HRG.	DEAF	VISUAL HAND.	ED	SLD	OTHER	TOTAL	Reg. Class Teachers	ADM./SUP.	UNIVERSITY
1	2	3	4a	4b	4c	4d	4e	4f	4g	4h	4i	4j	4k	5a	5b	5c
Actlon	90	302.8	508	162	13	9	147	24	86	167	469	591	2,176	517	303	146
Alpha	54	244.0	190	79	14	2	85	45	5	24	194	41	679	312	62	36
Buccaneer	156	767.8	551	306	41	23	257	41	71	454	357	196	2,297	50	259	89
Central	19	162.0	372	69	14	23	133	36	15	83	252	53	1,050	66	74	0
Crown	138	517.0	593	330	86	61	128	155	79	282	303	336	2,353	451	218	9
East	72	304.0	214	55	38	2	122	35	7	95	318	182	1,068	9	10	3
Media	153	535.5	464	204	21	4	158	14	8	274	380	435	1,962	892	387	47
PAEC	43	219.0	224	15	0	4	30	9	4	6	82	213	587	499	30	2
Pines	65	242.0	282	29	6	5	97	6	5	97	159	170	856	106	109	49
Seven	13	73.0	132	14	0	2	8	0	0	2	18	7	183	21	13	0
South	220	1,666.0	565	193	70	100	264	317	74	385	1,014	399	3,381	469	493	475
Springs	37	170.0	269	37	10	2	54	0	3	11	62	64	512	77	82	11
Suncoast	38	86.5	121	20	44	5	40	53	7	34	125	117	566	17	65	9
S.W.-6	25	103.0	141	31	2	2	19	10	3	27	81	151	467	114	5	3
Fiscal Year TOTAL	**1,123**	**5,392.6**	**4,626**	**1,544**	**359**	**244**	**1,542**	**745**	**367**	**1,941**	**3,814**	**2,955**	**18,137**	**3,600**	**2,110**	**879**

Personnel						TRAINING COSTS								
						Staff Costs			Other Costs					
AGENCY	PRIV. SCHOOL	PARENTS	OTHER	TOTAL	TOTAL PARTICIPANTS	TOTAL STAFF HOURS X RATE	STAFF TRAVEL PER DIEM	TOTAL STAFF COSTS	CONSULTANT FEES	EQUIPMENT, MATERIALS, SUPPLIES	PARTICIPANT COSTS	TOTAL OTHER COSTS	TOTAL COSTS	TOTAL PARTI-CIPANT HOURS
5d	5e	5f	5g	5h	6	7a	7b	7c	8a	8b	8c	8d	9	10
55	81	63	232	1,397	3,573	$13,118	$ 882	$ 14,000	$ 493	$ 4,080	$ 350	$ 4,923	$ 18,923	12,264.0
19	1	32	259	721	1,400	7,727	329	8,056	633	1,123	305	2,061	10,117	6,342.0
73	1	209	238	919	3,216	7,788	76	7,864	911	1,135	4,960	7,006	14,870	10,961.0
0	0	120	18	278	1,328	8,982	356	9,338	1,800	854	0	2,654	11,992	10,217.5
2	78	70	30	858	3,211	2,358	52	2,410	3,210	273	2,960	6,443	8,853	10,796.5
28	0	57	22	129	1,197	12,252	788	13,040	2,341	4,138	225	6,704	19,744	6,230.0
136	65	492	205	2,224	4,186	12,268	583	12,851	1,064	4,005	559	5,628	18,479	15,967.5
0	0	0	97	628	1,215	6,107	786	6,893	1,310	2,208	6,123	9,641	16,534	4,391.8
72	0	0	58	394	1,250	6,511	182	6,693	450	626	1,818	2,894	9,587	4,313.5
0	0	0	1	35	218	2,645	253	2,898	290	2,778	834	3,902	6,800	1,238.0
137	86	237	261	2,158	5,539	14,913	890	15,803	924	4,319	692	5,935	21,738	37,656.0
39	0	0	12	221	733	3,296	299	3,595	1,732	1,739	817	4,288	7,883	3,383.0
38	24	22	23	198	764	2,934	148	3,082	502	360	108	970	4,052	1,722.5
7	10	0	24	163	630	13,861	961	14,822	0	900	1,522	2,422	17,244	2,056.0
606	**346**	**1,302**	**1,480**	**10,323**	**28,460**	**$114,760**	**$6,585**	**$121,345**	**$15,660**	**$28,538**	**$21,273**	**$65,471**	**$186,816**	**127,539.3**

Attitudinal Survey

To elicit attitudes of exceptional student education program personnel toward the Florida Learning Resources System and FLRS Associate Center projects, a survey of district program coordinators and supervisors was conducted in January, 1976.

Surveys were distributed to exceptional student program staff in the 59 districts participating in FLRS Associate Center projects. From a potential respondent population of 171 program coordinators and supervisors, 151 completed forms—representing an 88% return—were processed.

The survey consisted of 44 statements relevant to network rationale, associate center impact (need, awareness, and use), center facilities and staff, effectiveness of services, and center support and funding. Survey data are available on request; however, mean responses computed for the entire respondent population indicated highly favorable attitudes toward all aspects of network and associate center operations.

ALACHUA COUNTY

School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

James Longstreth, District Superintendent
Lucy T. Beckum, Director, Exceptional Student Education
Dolores Munyer, Project Coordinator

Project Title: FLRS/Pines Associate Center
Amount of Funding: $103,130
Year of Funding: 1st

Project Summary

Direct services were provided to 94% of eligible exceptional student educators within the FLRS/Pines Associate Center service area, comprised of Alachua, Bradford, Dixie, Gilchrist, Putnam, and Union Counties.

Information and materials services included classroom assistance and demonstration teaching designed to maximize the use of available resources, as well as training in the selection and evaluation of instructional materials. A materials collection, including 117 teacher-developed Starter Concept Kits, was maintained for examination and demonstration purposes.

Inservice training was provided to 89% of eligible personnel and involved a total of 1,250 participants in 65 activities. Sessions were related to the use of diagnostic information and development of individual prescriptive plans, as well as the creative use of media and materials for exceptional students. The Center also sponsored teacher visitations to other classrooms for observation of effective practices.

FLRS/Pines products and publications included: a listing of diagnostic instruments for speech, language, and hearing clinicians; and *Mini-Media Workshop Packets* on the use and application of instructional media.

Project information dissemination was accomplished through distribution of a monthly newsletter, the "Pine Line"; a Center brochure; and information bulletins. There were also orientation sessions utilizing a slide/tape presentation about the Center.

An end-of-year assessment indicated that the project had effected favorable change in specified teacher competencies to a significant extent. Summary data compiled from all inservice evaluations indicated that these presentations were perceived as excellent by 95% of all respondents.

BREVARD COUNTY

School Board of Brevard County
3205 South Washington Avenue
Titusville, Florida 32780

Luther Rogers, District Superintendent
J. Howard Hinesley, Director, Exceptional Student Education
Nina Ranscm, Project Coordinator

Project Title: FLRS/East Associate Center
Amount of Funding: $95,471
Year of Funding: 3rd

Project Summary

Direct Services were provided to 96% of eligible exceptional student educators within the FLRS/East Associate Center service area, comprised of Brevard, Flagler, Indian River, and Volusia Counties.

Information and materials services were correlated with specific curriculum objectives, with demonstrated media and materials loaned upon request to teachers.

Inservice training was provided to 96% of eligible personnel and involved a total of 1,197 participants in 72 activities. Training included media and materials demonstrations, teacher-made materials workshops, and instructional techniques in basic curriculum areas.

The systems approach to individualized instruction for the hearing impaired was a continuing project emphasis, with the success of the program evidenced by academic and social progress of students.

Consistent with its emphasis in this area of exceptionality, FLRS/East products and publications included a training packet on *Identification and Education of Hearing Impaired Students.*

Project information dissemination was accomplished through the monthly newsletter, "FLRS East Report."

An end-of-year assessment indicated high ratings for media and materials demonstrations and teacher-made materials workshops; the newsletter was also perceived as an effective vehicle for communication among teachers.

BROWARD COUNTY

School Board of Broward County
1320 S.W. 4th Avenue
Ft. Lauderdale, Florida 33310

James E. Maurer, District Superintendent
Joel L. Keiter, Director, Exceptional Student Education
Benjamin D. Meyer, Project Coordinator

Project Title: FLRS/Media Associate Center
Amount of Funding: $101,053
Year of Funding: 2nd

Project Summary

Direct services were provided to 91% of eligible exceptional student educators within the FLRS/Media Associate Center service area, comprised of Broward and Collier Counties.

A resource collection of over 800 items, including curriculum and instructional materials, professional books, journals, and tests, as well as media production facilities, was made available to teachers. Demonstrations of equipment and materials were an important component of Center services in this area.

Inservice training was provided to 69% of eligible personnel and involved a total of 892 participants in 153 activities. Many of these sessions incorporated a cadre approach, utilizing local teachers as trainers in their respective areas of proficiency. Individual consultations with teachers were also scheduled upon request.

In addition to services to the exceptional student education program, working relationships were established with other federal projects, community agencies, parent groups, and university programs.

Project information dissemination included distribution of the Center brochure and newsletters, the "FLRS/Scope" (Broward edition) and "FLRS/Media Happenings" (Collier edition), orientation sessions, and mass media announcements of project activities.

Special projects of FLRS/Media included the coordination of teacher interns and volunteer assistance programs, as well as a comprehensive analysis of federal legislation and its implications for the district exceptional student education programs.

CHARLOTTE COUNTY

School Board of Charlotte County
1016 Education Avenue
Punta Gorda, Florida 33950

Thomas E. Benner, District Superintendent
Michael E. Eader, Director, Exceptional Student Education
Thomas H. Meredith, Project Coordinator

Project Title: FLRS/Southwest-6 Associate Center
Amount of Funding: $77,692
Year of Funding: 3rd

Project Summary

Direct services were provided to 93% of eligible exceptional student educators within the FLRS/Southwest-6 service area, comprised of Charlotte, DeSoto, Glades, Hardee, Hendry, and Lee Counties.

These services included the distribution of more than 4,000 information packets and a total of 1,054 materials loans.

Inservice training needs were identified through a comprehensive assessment in cooperation with the Southwest Teacher Education Center. Subsequent inservice activities involved a total of 630 participants in 25 sessions, with training provided to 63% of eligible personnel. Consultation contacts, on a request basis, were made with 91% of teachers in the service area.

FLRS/SW-6 products and publications included a professional materials catalog and the training packet, *Materials and Techniques for the Development of Self-Concept, Attitudes and Values*.

Project information was disseminated through eight issues of the Center newsletter, "InFLRmation Plus," as well as through orientation sessions and personal contacts.

As a special project, the Center worked closely with the Sun City "Sawdust Engineers," who donated a large collection of woodcrafted child-use materials for use by teachers in the six-county service area.

FLRS/Southwest-6 also co-hosted the annual FLRS Sharing Best Practices Conference, presenting a training session on "Individualizing Instruction" for network personnel.

DADE COUNTY

School Board of Dade County
1444 Biscayne Boulevard
Miami, Florida 33132

E. L. Whigham, District Superintendent
William W. Malloy, Director, Exceptional Student Education
Eleanor L. Levine, Project Coordinator

Project Title: FLRS/South Associate Center
Amount of Funding: $120,308
Year of Funding: 3rd

Project Summary

Direct services were provided to 100% of eligible exceptional student educators within the FLRS/South Associate Center service area, comprised of Dade and Monroe Counties.

Media and materials services, based on an extensive resource collection, included 7,204 item loans to 3,547 users, 266 equipment loans, and production of 3,857 materials items, as well as materials demonstration, retrieval, and evaluation activities. A total of 2,460 visitors utilized Center resources.

FLRS/South coordinated all exceptional student education inservice offerings, providing training to 78% of all eligible personnel, with more than 5,539 participants involved in 220 activities. Consistent with project objectives, major staff development topics were related to curriculum development, individualized instruction, behavior management, individual educational plans, and special education techniques for regular classroom teachers.

Staff development follow-up indicated that more than 95% of all respondents had applied training resources and competencies in their instructional programs.

Cooperation with college and university programs was evidenced by sharing of resources, the Center's sponsorship of off-campus courses, utilization of consultants, presentations to classes, assignment of students to the Center for field experience, and participation in experimental programs.

Working relationships were also established with a wide variety of other programs, projects, agencies, professional organizations, and parent groups.

FLRS/South products included 12 slide/tape presentations, videotapes of nine inservice programs, five television spot announcements, and a number of information packets and other publications. Among the most widely disseminated of these was the Education Plan Game training package.

Project information dissemination was accomplished through distribution of Center brochures, catalogs, and the "FLRS South ExChange" newsletter, as well as project orientation sessions, mass media announcements, and presentations at local, state, and national meetings.

DUVAL COUNTY

School Board of Duval County
1325 San Marco Blvd.
Jacksonville, Florida 32207

John Gunning, District Superintendent
Julia Wickersham, Director, Exceptional Student Education
Marianne McKinney, Project Coordinator

Project Title: FLRS/Crown Associate Center
Amount of Funding: $100,127
Year of Funding: 2nd

Project Summary

Direct services were provided to 95% of eligible exceptional student educators within the FLRS/Crown Associate Center service area, comprised of Clay, Duval, Nassau, and St. Johns Counties.

Information and materials services were an important service component, with the Center responding to 1,356 individual requests from its extensive reprint file and 3,500-item materials collection, as well as the resources of the Duval County Media Center.

Ninety-one percent of the eligible service population took part in inservice activities, which involved a total of 3,211 participants in 138 sessions. Preliminary assessments and careful planning with program staff ensured that training was highly relevant to expressed needs, as reflected in participant evaluations.

FLRS/Crown products and publications included nineteen special information packets, developed to meet recurring requests: *Activities for Emotional Development, Auditory Discrimination, Behavior Management, Career Awareness, Gross Motor Development, How Can I Help My Child?, Human Resources Listing, Identification, Language Activities, Language Sequencing, Perception—Sequencing, Phonics, Reading Motivation, Reading Readiness, Spelling, Survival Kit, Teaching The Alphabet, Visual Perception,* and *Working With Parents.*

Project information dissemination activities included a center-developed slide/tape presentation; orientation sessions combined with mini-workshop demonstrations of services; the monthly newsletter "Crown," and a Center brochure; and the use of mass communication media.

An end-of-year assessment indicated that more than 90% of all respondents felt FLRS/Crown services were effective.

HAMILTON COUNTY

School Board of Hamilton County
P.O. Box 189
Jasper, Florida 32052

J. W. DeVane, District Superintendent
Lillian Sasnett, Director, Exceptional Student Education
Maurice E. Hammond, Project Coordinator

Project Title: FLRS/Seven Associate Center
Amount of Funding: $68,856
Year of Funding: 1st

Project Summary

Direct Services were provided to 100% of eligible exceptional student educators in the FLRS/Seven service area, comprised of Baker, Columbia, Hamilton, Lafayette, Madison, Suwannee, and Taylor Counties.

Equipment and materials were acquired and processed into a central collection, with approximately 9,000 loans made during the school year. Other materials activities included exhibits and demonstrations, production of teacher-made items, and materials evaluation.

Inservice training was provided to 76% of eligible personnel and involved a total of 218 participants in 13 sessions.

Teacher consultations were conducted on a request basis as well as through regularly scheduled classroom visits by project staff.

FLRS/Seven products and publications included a materials catalog and teacher-made materials.

Project information dissemination was accomplished through orientation sessions, individual visits, and distribution of seven issues of the Center newsletter, "Touch."

HILLSBOROUGH COUNTY

School Board of Hillsborough County
P.O. Box 3408
Tampa, Florida 33601

Raymond Shelton, District Superintendent
Jack R. Lamb, Director, Exceptional Student Education
Janet Showalter, Project Coordinator

Project Title: FLRS/Buccaneer Associate Center
Amount of Funding: $97,096
Year of Funding: 1st

Project Summary

Direct services were provided to 100% of eligible exceptional student educators within the FLRS/Buccaneer Associate Center service area, comprised of Hillsborough County.

In cooperation with the Hillsborough County Department of Exceptional Student Education, a combined equipment and materials collection of 11,675 items was made available to program personnel, with loans averaging 1000 items per month; teachers also utilized media and materials production capabilities of the Center.

Inservice training was provided to 100% of eligible personnel and involved a total of 3,216 participants in 156 activities. These included equipment and materials displays and demonstrations, as well as workshops on materials utilization, instructional methods, and curriculum development. Teacher consultation was also provided upon an individual request/referral basis.

Center planning involved exceptional student education program staff in the determination of needs and service implementation; working relationships were also established with other federal projects, community agencies, parent groups, professional organizations, and the University of South Florida.

FLRS/Buccaneer products and publications included "I'm Special . . . There's a Place for Me," an overview of the district exceptional student education program; *Have You Heard?*, a newsletter for parents of hearing-impaired students; and brochures for the emotionally disturbed and visually handicapped program areas. The center also cooperated in the development of the *Pre-Vocational Course of Study for Trainable Mentally Handicapped*, and a math workbook supplement to *Hillsborough County Performance-Based Objectives for Educable Mentally Handicapped*.

Project information dissemination activities included publication of a Center brochure and the quarterly newsletter, "Buccaneer," as well as personal contacts, orientation sessions, and Center "open house" functions.

As a special project, the Center assisted in the development of training materials for use with the TELVN (Teacher's Evaluation of Low-Vision Needs) project.

An end-of-year assessment indicated that 96% of all respondents had found overall Center services beneficial, 88% felt that inservice activities were beneficial.

MARION COUNTY

School Board of Marion County
P.O. Box 670
Ocala, Florida 32670

William Fish, District Superintendent
Edward L. Smallwood, Director, Exceptional Student Education
Preston L. Gardner, Project Coordinator

Project Title: FLRS/Springs Associate Center
Amount of Funding: $78,398
Year of Funding: 2nd

Project Summary

Direct services were provided to 96% of eligible exceptional student educators within the FLRS/Springs service area, comprised of Citrus, Hernando, Lake, Levy, Marion, and Sumter Counties.

These services entailed a total of 4,484 teacher contacts, including 902 classroom visits by project staff; completion of 108 information search requests; and 1,540 equipment and materials loans.

Inservice training was provided to 83% of eligible personnel and involved a total of 733 participants in 37 sessions.

FLRS/Springs products and publications included *JESSE: Job Employability Skills for Special Education; Fun and Games: New Concepts of Learning Centers*; a slide/tape presentation of the "On-Campus Work Study Program"; and a teacher-made materials booklet.

Project information dissemination activities included publication of "Aware," the bi-monthly newsletter; a brochure; and a catalog of Center materials headings. These were orientation sessions and mass-media announcements also.

Special projects of the Center included cooperative activities with the Chiefland High School work study program, and representation in the Florida Consortium of the National Workshop on Vocational Education for Special Needs Students.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32804

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Roberta R. Gardner, Project Coordinator

Project Title: FLRS/Action Associate Center
Amount of Funding: $101,786
Year of Funding: 2nd

Project Summary

Direct services were provided to 95% of eligible exceptional student educators within the FLRS/Action Associate Center service area, comprised of Osceola, Orange, and Seminole Counties.

Information and materials resources included a loan collection of professional, child-use, and parent materials; related services were an annual media/materials fair, exhibits and demonstrations, materials evaluations, and field test loans. Service contacts, including center visits and classroom consultations, averaged 100 per month.

Inservice training was provided to 74% of eligible personnel and involved a total of 3,573 participants in 90 activities.

FLRS/Action publications and products included *Creme de la Creme: A Collection of Best Ideas for Teaching Social Adjustment Skills*, and the *Second Annual Ideas Booklet of Teacher-Developed Materials*.

Project dissemination activities included publication of a brochure and the "Action Center" newsletter, orientation sessions, and personal contacts.

Special projects of the Center were a sound-slide presentation of "The Reorganization of Special Education in the Orange County Schools," and coordination of the Orange County Special Olympics. The Center assisted with a Special Study Institute for vision teachers and published for statewide dissemination the resulting document, *Sharing Best Practices for Teachers of the Visually Handicapped*. FLRS/Action also co-hosted the annual FLRS Sharing Best Practices Conference, presenting a training session on "Learning Centers" for network personnel.

An end-of-year evaluation, utilizing the management-by-objectives systems approach, indicated that the project had met or exceeded all objectives with an outstanding annual performance rating.

PALM BEACH COUNTY

School Board of Palm Beach County
3323 Belvedere Road
West Palm Beach, Florida 33402

Joseph Carroll, District Superintendent
Helen Holmes, Director, Exceptional Student Education
Joyce Swaffield, Project Coordinator

Project Title: FLRS/Alpha Associate Center
Amount of Funding: $112,642
Funding Year: 4th

Project Summary

Direct services were provided to 86% of eligible exceptional student teachers in the FLRS/Alpha Associate Center service area, comprised of Martin, Okeechobee, Palm Beach, and St. Lucie Counties.

An equipment and materials collection of 1,555 items was made available to program personnel, with loans averaging 100 items per month.

As coordinating agent for all special education inservice offerings, the Center provided training to 79% of eligible personnel and involved a total of 1,400 participants in 54 activities. These sessions were based on a needs assessment survey, as well as planning with program staff; inservice evaluation focused on application of skills, assessed through classroom follow-up with participating target teachers.

Working relationships have also been established with parent groups, related agencies, and university training programs, including Florida Atlantic University and Palm Beach Atlantic.

FLRS/Alpha products and publications included *Workshop Magic*, a booklet on learning centers.

Project information dissemination was accomplished through distribution of the Center newsletter, "Focus," and a brochure, as well as through orientation sessions, presentations to civic clubs, and personal contacts.

As a special project, the Center involved volunteers from local retirement communities in the production of child-use instructional materials.

FLRS/Alpha maintains a clearinghouse for teacher-made materials produced throughout the network. A collection of more than 175 materials, listed in the *Starter Concept Kit Catalog*, were made available on loan to other projects. The Center also provided technical assistance related to information and materials services to other network components.

POLK COUNTY

School Board of Polk County
P.O. Box 391
Bartow, Florida 33830

Homer Addair, District Superintendent
Doris Sanders, Director, Exceptional Student Education
John T. Mullins, Project Coordinator

Project Title: FLRS/Central Associate Center
Amount of Funding: $76,170
Year of Funding: 3rd

Project Summary

Direct services were provided to 90% of eligible exceptional student educators within the FLRS/Central Associate Center service area, comprised of Highlands, Pasco, and Polk Counties.

Information and materials services included 748 materials loans, in response to more than 400 teacher-consultations on the selection of appropriate instructional materials.

Inservice training was provided to 88% of eligible personnel and involved a total of 1,328 participants in 19 activities.

FLRS/Central products and publications included *Ideas and Resources for Prescriptive Teaching*, developed in conjunction with an inservice activity on the same topic.

Project information dissemination was accomplished through distribution of six issues of the Center's newsletter, "Contact," orientation sessions, and a Superintendant's Press Conference.

In cooperation with the Bureau of Education for Exceptional Students and the Southeast Learning Resource Center, FLRS/Central hosted a joint training session for Florida Learning Resources System and Florida Diagnostic and Resource System personnel.

A year-end evaluation checklist was used to obtain teacher opinions of project effectiveness. Sixty-nine percent of all respondents indicating that project services helped them to be more effective teachers, with highest ratings given to information and materials services.

Comparison of evaluative data with the Center's preliminary needs assessment indicated a high degree of correlation between teacher-perceived needs and services offered by FLRS/Central.

SARASOTA COUNTY

School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Gene M. Pillot, District Superintendent
Hurlie Coose, Director, Exceptional Student Education
Kit Carson, Project Coordinator

Project Title: FLRS/Suncoast Associate Center
Amount of Funding: $70,403
Year of Funding: 2nd

Project Summary

Direct services were provided to 100% of eligible exceptional student educators within the FLRS/Suncoast Associate Center service area, comprised of Manatee and Sarasota Counties.

Information and materials services included individual consultations with teachers regarding resource needs as well as assistance in the development of classroom learning centers. Teachers had access to a loan collection of instructional materials, professional-use references, and community resources through a catalog and listings developed by the Center.

Assistance was also provided for the production of teacher-made materials and for the adaptation of materials to meet the requirements of physically handicapped learners.

Inservice training was provided to 97% of eligible personnel and involved a total of 764 participants in 38 activities.

Project information dissemination activities included distribution of a Center brochure and "The Sunflr" newsletter.

An area of project emphasis was a directional labor market survey to determine potential employment for physically handicapped, visually impaired, hearing impaired, and retarded persons. The survey addressed current job openings, employers' training preferences, and hiring trends; results were published for use in secondary curriculum development and job counseling.

FLRS/Suncoast also served as a field center for Cybernetic Research Institute products, including the Whisper Type and Cybertype systems in use in programs for the physically handicapped.

WASHINGTON COUNTY

School Board of Washington County
206 North 3rd Street
Chipley, Florida 32428

Kelly Brock, District Superintendent
Beverly Helms, Director, Exceptional Student Education
Thelma D. Wood, Project Coordinator

Project Title: FLRS/PAEC Associate Center
Amount of Funding: $81,758
Year of Funding: 3rd

Project Summary

Direct services were provided to 100% of eligible exceptional student educators within the FLRS/PAEC Associate Center service area, comprised of Bay, Calhoun, Gulf, Franklin, Holmes, Jackson, Liberty, Walton, and Washington Counties.

Information and materials services included: the resources of a materials library, accessed by teachers through a materials catalog and retrieval system for a total of 539 loans; and reproduction and dissemination of various information packets.

Inservice training was provided to 97% of eligible personnel and involved a total of 1,215 participants in 43 sessions, with offerings related to diagnosis, prescription, and correlation of appropriate instructional materials and techniques. Seventy-eight classroom visits for teacher consultations were also made.

FLRS/PAEC products and publications included 74 Starter Concept Kits developed and validated by teachers in the project area.

Project information dissemination activities included distribution of the monthly newsletter, the "PAEC Setter."

As a special project, FLRS/PAEC developed *The Swap Shop: 317 Practical Activities and Exercises for Children*, a compilation of teacher-ideas from all network newsletters.

Project evaluation included an end-of-year assessment, as well as summary data for all workshop offerings during the year, indicating that the workshops were perceived as excellent by more than 75% of all participants.

ALTERNATIVE INSTRUCTIONAL PRACTICES

Problem Area:

There is a need for demonstration program grants to develop, illustrate, and validate alternative instructional practices to increase the learning and productivity of exceptional students.

Some examples that may be included under alternative instructional practices are as follows, but not limited to: performance based plans for exceptional students, precision teaching, parent education, prescriptive education, computer-managed instruction, tutor programming, cross-age teaching, career education, and differentiated staffing.

Project Criteria:

Projects invited may be *New or Continuation*.

A. Projects are limited to the initiation or expansion of programs that would become state or locally funded in three years or less.
B. Projects shall provide activities for demonstration of the procedures for implementing the alternative instructional practice.
C. Projects shall provide activities for validation of student performance.
D. Projects shall describe plans for state-wide dissemination of information.
E. Project funds may be used to purchase consultative assistance or services for evaluation and dissemination activities.
F. Projects submitted may include state-wide projects.

Consultant Comments

Of the seven projects addressed to this problem area, consideration was given as to the extent the projects satisfied the stated needs. The consultant believed that the projects were all on target in this respect. Special mention was made of the applicability of the projects in small rural districts.

The suggestion was made that the project directors investigate the feasibility of Florida Educational Finance Plan (FEFP) funding after federal funds for initiation and development are terminated. If FEFP funding is not possible, then provision should be made for this contingency.

Future considerations should include expansion of programs for the profoundly retarded, provision for more parent involvement, and implementation of teacher input in planning and evaluating the projects.

Comment was made about the exportability of the outcomes (conclusions, curricula, and handbooks) of the projects. This is an important consideration in the light of the project criterion requiring dissemination plans.

Special mention was made of the Trainable Mentally Retarded Communication Program and the School Volunteer Program. All of the evaluators agreed that these two projects were unusually innovative and fulfilled crucial needs.

BROWARD COUNTY

School Board of Broward County
P.O. Box 5408
Fort Lauderdale, Florida 33312

James E. Maurer, District Superintendent
Joel Kelter, Director, Exceptional Student Education
Libby Handelman, Project Coordinator

Project Title: Multi-County TMH Classroom Communication Program
Number of Students Served: 387
Amount of Funding: $78,181.00
Year of Funding: 2nd

Project Summary

The TMH Classroom Communication Program was developed to improve and increase the language and communication skills of trainable mentally handicapped (TMH) children. Through interventional strategies (18 specific teacher workshops), teachers learned how to build a language skills learning program.

The major objective was to improve and increase language and communication skills of TMH children. Specific objectives were:

1. Specialized delivery systems to be introduced in order to intensify structured programs, reinforce procedures, and realistically use language concepts.
2. A language skills learning program, behaviorally stated, to be developed for all children classified as TMH.
3. A randomly selected sample of children classified as TMH to be evaluated for communication and language skills by procedures devised to collect such information.

Activities included inservice workshops for teachers and speech clinicians, inservice workshops for parents of TMH children, contact with community agencies (vocational rehabilitation sheltered workshop), development of specific classroom language and communication skills strategies, and video taping of classroom activities.

Evaluations were made by analysis of video tapes and questionnaires completed by parents and agencies. Behaviorally stated performance objectives served as a basis and/or starting point for the development of specific language and communication skills strategies. The program has been highly accepted by the professional staffs of the trainable centers involved.

DADE COUNTY

School Board of Dade County
1410 N.E. 2nd Avenue
Miami, Florida 33132

E. L. Whigham, District Superintendent
William Malloy, Director, Exceptional Student Education
Adelaide L. Ware, Project Coordinator

Project Title: Alternative Instructional Models (AIM)
Number of Students Served: 105
Amount of Funding: $90,999.00
Year of Funding: 2nd

Project Summary

A project was designed to increase the learning and productivity of mildly handicapped exceptional students by providing an appropriate educational plan to bridge the gap between the regular class placement and special education services. The major project goal was the development of educational plans appropriate to meet the needs of the individual student according to the mandates of P.L. 94-142. The implementation of these individualized educational plans should facilitate the identified students' successful placement in the least restrictive environment.

Alternative instructional models were established at two schools. Three teacher roles were piloted and described as: diagnostic/prescriptive teacher, who wrote the student's individualized educational program; consultant teacher, who actualized the educational plan; and teacher assistant, who acted as an adjunct to the consultant teacher.

Information concerning the AIM project was disseminated through video-tapes, slide-cassette presentations, workshops, printed materials, speeches, demonstrations, lectures, and on-site inspections. Students' post-test scores in reading, mathematics, spelling, and general information showed a marked trend in favor of the experimental AIM project students.

DADE COUNTY

School Board of Dade County
1410 N.E. 2nd Avenue
Miami, Florida 32132

E. L. Whigham, District Superintendent
William Malloy, Director, Exceptional Student Education
Audrey Jackson, Project Coordinator

Project Title: School Volunteers for Exceptional Students (SVES)
Number of Students Served: 1,608
Amount of Funding: $81,668.00
Year of Funding: 1st

Project Summary

A program was developed to demonstrate an innovative delivery system for utilization of volunteer resources in exceptional child education classes. This system provided for selection, training, and supervision of lay volunteers in a variety of activities for students with learning disabilities (LD) and mental retardation (MR). A multi-media *model* was developed for school systems that may wish to adopt the use of educational volunteers to support public and private education.

Activities included recruitment of volunteers, workshops for volunteers, orientations for teachers interested in volunteer services, and placement of volunteers in 76 schools. A handbook for volunteers was developed. Evaluation consisted of a Skill/Knowledge Acquisition scale administered to volunteers before and after the training workshop. Both teachers and volunteers participated in a year-end evaluation. These data will be tabulated to produce a portable package to enable schools and/or districts to use the SVES delivery system independently by 1977–78.

FRANKLIN COUNTY

School Board of Franklin County
P.O. Drawer 70
Apalachicola, Florida 32320

Curtis McLean, District Superintendent
Catherine Floyd, Director, Exceptional Student Education
Janis Gordon, Project Coordinator

Project Title: Individual Student Educational Plans
Number of Students Served: 93
Amount of Funding: $41,289.00
Year of Funding: 2nd

Project Summary

The project continued the development of individualized educational plans to provide specialized instruction to improve the competencies of each exceptional child. Individual education plans in the form of language goals, educational programs and services, resource, and yearly objectives were developed and implemented according to each student's strengths, weaknesses, and unmastered skills. Results of the Peabody Individual Achievement Test (PIAT) post-test showed that the average progress of each student was one-half to one year in the areas of reading and mathematics.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Harriette D. Merhill, Project Coordinator

Project Title: Career Guidance for Exceptional Students
Number of Students Served: 68
Amount of Funding: $21,570.00
Year of Funding: 1st

Project Summary

The program provided one elementary school counselor to serve selected schools with a concentration of exceptional children. The counselor worked primarily with 10–14-year-old educable mentally retarded students and provided a guidance-oriented Career Development Program.

Objectives were:

1. To identify the skills and talents of educable mentally retarded students and relate them to various occupations.
2. To provide successful career-oriented experiences through which the students can develop positive self-images of the world of work.
3. To create an awareness on the part of teachers and parents that EMR potential marketable skills should be incorporated into students' educational plans.

Emphasis was placed on the development of pre-vocational employability skills. Activities were designed to increase awareness of self, sensitivity to others, self-confidence, effectiveness, interpersonal comprehension, and tolerance using the Human Development Program. Other activities centered on knowledge of job classification, job titles, and relating performance skills to a specific job.

Objectives were met in the ability of students to articulate their feelings, to listen to others, and to reflect what they have heard. Students were able to classify familiar occupations into categories. Parents responded by questionnaire that the project was advantageous to the students.

PINELLAS COUNTY

School Board of Pinellas County
1960 E. Druid Road
Clearwater, Florida 33518

Gus Sakkis, District Superintendent
Paul Stephens, Director, Exceptional Student Education
Edward A. Brown, III, Project Coordinator

Project Title: Adaptive Physical Education for the Mentally Retarded
Number of Students Served: 295
Amount of Funding: $83,906.00
Year of Funding: 1st

Project Summary

A program was developed to provide individualized basic physical education instruction for all trainable mentally retarded students in Pinellas County. Student evaluation consisted of pre- and post-tests in large and fine motor tasks. Post-task results showed a general improvement in large and fine muscle activities and abilities. A curriculum in physical education for the trainable mentally retarded was developed and distributed to all school districts in Florida.

SUMTER COUNTY

School Board of Sumter County
P.O. Box 428
Bushnell, Florida 33513

Joe Strickland, District Superintendent
Effie L. Hall, Director, Exceptional Student Education

Project Title: Learning Opportunity Venture
Number of Students Served: 99
Amount of Funding: $10,095.00
Year of Funding: 1st

Project Summary

Tutors were provided for educable mentally handicapped students.

Objectives were:

1. To prepare tutors to supervise and assist students in the repertoire and review of teacher-taught lessons.
2. To provide multisensory equipment and materials to give variety to review lessons.
3. To pre- and post-test each student in reading and arithmetic.
4. To teach and supervise students to record daily progress in reading and arithmetic.

Teachers and tutors worked together in planning and implementation of learning activities based on reviews of curriculum guides.

EARLY CHILDHOOD

Problem Area:

There is a need to provide appropriate early childhood educational experiences for children with disabling handicaps to prevent educational lags during the formal school life of these children.

The proposed solution to this problem may also facilitate the implementation of Statute 232.01(1)(f), passed by the 1973 Legislature, which states: "exceptional children who are deaf, blind, severely physically handicapped or trainable mentally retarded below age five (5), may be eligible for a home instruction program, or if enrolled in other pre-school or day care programs, may be eligible for supplemental instruction."

Project Criteria:

Projects invited may be *New or Continuation.*

A. Projects are limited to the initiation or expansion of programs that would become state or locally funded in three years or less.
B. Projects may be submitted for any area of exceptionality in which a sufficient number of children to be served has been identified.
C. Projects may include as participants children who range in age from 0 to 5 years.
D. Projects shall show evidence of cooperation with appropriate agencies and professional personnel for provision of identification and diagnostic services.
E. Projects shall include an evaluation schema relative to pupil performance.
F. Project funds may be used to purchase consultative assistance or services for evaluation and dissemination activities.

Consultant Comments

The ten projects in early childhool represented a wide range of types of programs concerned with early intervention. Participants capitalized on the group interchange to clarify project goals, examine materials, analyze evaluation components, discover state resources, and prepare for the final report.

The consultant recommended that in the future, emphasis should be placed on the replicability of projects. This involves samples or record keeping procedures, results of the intervention process, identification of assessment and curriculum strategies, collaboration with other agencies, involvement of families, and process of program evaluation.

It is also recommended that the State conduct a needs assessment survey for early childhood education and make greater utilization of resources such as the State Head Start network of services to the handicapped and the University of Miami University Affiliated Facility Program (Mailman Center).

BREVARD COUNTY

School Board of Brevard County
3205 S. Washington Avenue
Titusville, Florida 32780

Luther Rogers, District Superintendent
Howard Hinesley, Director, Exceptional Student Education
Phyllis A. Day, Project Coordinator

Project Title: Program for Multi-handicapped Preschoolers
Number of Students Served: 42
Amount of Funding: $62,910.00
Year of Funding: 2nd

Project Summary

The project specialist worked with appropriate personnel and agencies to obtain evaluations for each child. Individualized developmental programs were carried out for infants 0–3 years of age. The project specialist worked with the young pre-schoolers and counseled their parents in the home. Individual educational plans were developed and implemented for children 3–5 years of age who were in a school program. Parents were provided specially designed materials and education kits to work with their child at home.

BROWARD COUNTY

School Board of Broward County
P.O. Box 5408
Ft. Lauderdale, Florida 33312

James E. Maurer, District Superintendent
Joel Keiter, Director, Exceptional Student Education
Glenda R. Wish, Project Coordinator

Project Title: Mainstream Placement from Birth to Five Years
Numbers of Students Served: 32
Amount of Funding: $74,173.00
Year of Funding: 1st

Project Summary

Preschool deaf students were enrolled in hearing nursery schools; transportation was provided to the clinical intervention program, Specialized and Auditory Language Training (SALT). Therapists in the clinical intervention program provided individual language and auditory training for each child, parent training, and support for the nursery school teachers.

The project served as a demonstration of alternative educational practice for deaf children 0–5 years, preparing a group of students who would be able to be educated in the mainstream without the need for special facilities and full-time staff. Nursery school personnel were educated as to the needs of the hearing-impaired students through bimonthly contacts with the Title VI-B Coordinators and SALT Therapists as well as quarterly inservice workshops.

Videotapes of hearing-impaired children were made while the student was involved in both nursery school activities and specialized therapy at the clinical intervention program. Analysis of videotapes was made to determine improvement in quantity and quality of verbal output. Parents and teachers viewed the videotapes to observe the social, emotional, and educational growth of the hearing-impaired child.

COLLIER COUNTY

School Board of Collier County
3710 Estey Avenue
Naples, Florida 33940

William Webb, District Superintendent
Mildred McClure, Director, Exceptional Student Education
John Szymanski, Project Coordinator

Project Title: Early Identification and Programming for Exceptional Pupils
Number of Students Served: 23
Amount of Funding: $46,628.00
Year of Funding: 1st

Project Summary

The project provided training to regular teachers, parents, and supportive staff. The training was designed to facilitate mainstreaming of exceptional students. Provision was made for educational prescriptions for pupils, teachers, and parents. Data were collected on pupil progress, staff attitudes, parent attitudes, and other relevant information about integration of exceptional students.

Activities consisted of forming a mulit-disciplinary team to evaluate and staff children using a noncategorical approach; coordinating mainstreaming activities with other resource personnel; and involving parents in curriculum development, inservice training, and home training. Emphasis was placed on the development and demonstration of instructional materials. Evaluations were made by analysis of pre- and post-assessment, parent attitude scale, and evaluation of materials.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Shelby F. Morrison, Project Coordinator

Project Title: Early Child Home Outreach (ECHO)
Number of Students Served: 60
Amount of Funding: $77,372.00
Year of Funding: 1st

Project Summary

Project ECHO, in cooperation with Orange Memorial Hospital and other community agencies, was a demonstration preventive service whose major goal was to identify children with different handicaps; then, to foster conditions with the home to assist in normal development and eventual regular class placement for each child.

Activities consisted of home visits, parent counseling and education, social services referral, development of curriculum materials, and longitudinal research studies. Evaluations were made by comparing pre- and post-test scores. Almost every child showed gains in language and motor age.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Cynthia R. Wood, Project Coordinator

Project Title: Instructional-Counseling Program Hearing-Impaired Children 0–5 and Parents
Number of Students Served: 52
Amount of Funding: $51,790.00
Year of Funding: 2nd

Project Summary

The multi-county project (Orange, Seminole, Lake, and Osceola Counties) was for hearing-impaired children 0–5 and their parents.

Objectives of the project were:

1. To identify and diagnose a greater number of children who have hearing losses prior to age two.
2. To properly fit young hearing-impaired children with hearing aids soon after diagnosis.
3. To place (when appropriate) hearing-impaired pre-schoolers into neighborhood schools for hearing children.
4. To provide educational experiences with non-handicapped children for those 3-year-old hearing-impaired children who need a self-contained class placement.
5. To provide appropriate help so that hearing-impaired children 0–5 will demonstrate positive growth from level at which they are functioning in the areas of expressive and receptive language, and to function at age level in other areas of development.
6. To provide guidance to enable parents to demonstrate the acquisition of skills in appropriate communication stimulation with their child. To develop a parent counseling program in which participating parents will report improved family relationships.
7. To provide an effective inservice training program for project and coordinating staff.

Natural language and listening experiences utilizing an Acoupedic Method were conducted with the children. Parents were guided through demonstration and participation. Principles of good early childhood development were followed to develop skills in all areas of child growth and development.

ST. LUCIE COUNTY

School Board of St. Lucie County
2909 Delaware Avenue
Ft. Pierce, Florida 33450

D. R. Seelinger, District Superintendent
William E. Wright, Director, Exceptional Student Education
Lannie Smith, Project Coordinator

Project Title: Diagnosis and Correction of Learning Disabilities
Number of Students Served: 800
Amount of Funding: $30,000.00
Year of Funding: 1st

Project Summary

The project increased the effectiveness and decreased the costs of educating learning disabled (LD) children. This was accomplished by a thorough screening of kindergarten, first, and second graders. Identical students were profiled using prescriptive profiling procedures (PPP). A manual of teaching suggestions was compiled to correspond with the skill areas of the PPP profiles. General educators, LD teachers, and the project administrator combined efforts to provide unified education for the students.

Activities consisted of screening of students, workshops for teachers, training sessions for senior citizen volunteers, and synthesis of evaluations to determine need for further service. Evaluations were made by the Northwest Syntax Screening Test and the Florida Language Profile. Regular teachers were pre- and post-tested to measure knowledge of LD children's problems and understanding of PPP profile. Questionnaires were completed by general education teachers and principals to indicate cooperation and coordination between general education and LD teachers.

SANTA ROSA COUNTY

School Board of Santa Rosa County
P.O. Box 271
Milton, Florida 32570

Radford M. Locklin, District Superintendent
Jerry G. Vaughan, Director, Exceptional Student Education

Project Title: Pre-school Program for Handicapped Children
Number of Students Served: 10
Amount of Funding: $44,712.00
Year of Funding: 1st

Project Summary

The project located, identified, and placed 2½–5 year olds in an instructional program for handicapped pre-school age children. The structure of the class was predicated on two premises: (1) linguistic structures and proficiency are the basis for all academic work in formal schooling, and (2) unacceptable behaviors interfere with the learning processes of the individual and his peers as well as determine peer acceptance or rejection.

The goals of all activities, programs, and methods were to avoid academic learning disabilities while remediating a present disability or low functioning ability. Complementary special education methods implemented included functional assessment; task analysis; tightly structured learning environment; materials analysis; and behavior management, modification, and charting.

Most parents were cooperative in continuing the school program at home. All parents had more positive expectations of their children as a result of individual and group conferences and the results of the school program.

TAYLOR COUNTY

School Board of Taylor County
P.O. Box 509
Perry, Florida 32347

Cecil Carlton, Jr., District Superintendent
Kate H. Braddock, Director, Exceptional Student Education

Project Title: Infant/Child Psycho-Educational Project
Number of Students Served: 11
Amount of Funding: $28,476.00
Year of Funding: 2nd

Project Summary

A program provided early multi-sensory stimulation experiences through early diagnosis and identification of children (birth–4 years) who displayed disabling physical or mental handicaps. Children were evaluated to determine the appropriate individual prescriptions. Goals were to increase expressive and receptive language and to increase parent-child interaction.

The Nisonger Infant Stimulation Curriculum was implemented as well as excerpts of other early childhood curriculums as determined by individual needs. Intensive sessions with the speech pathologist, field trips, parties, and interaction with the Day Care Center were activities of the program. Evaluations consisted of teacher observation, summary graphs, scores on the Vineland Social Maturity Scale, and individual student records. Growth was noted in most areas. Parents were receptive to and carried out suggestions of the staff.

LOW PREVALENCE

Problem Area:

There is a need for sequential and effective programs to serve children in low prevalence areas of exceptionality such as blind, deaf, trainable and profoundly mentally retarded, physically handicapped, and multiply handicapped.

Project Criteria:

Projects invited may be *New or Continuation.*

A. Projects are limited to the initiation or expansion of programs that would become state or locally funded in three years or less.
B. Projects for multi-district programming will be considered when the number of children to be served will not justify a single-district program.
C. Projects shall include an evaluation schema relative to pupil performance.
D. Projects shall describe plans for state-wide dissemination of information.
E. Project funds may be used to purchase consultative assistance or services for evaluation and dissemination activities.

Consultant Comments

The seven projects in the low prevalence area provided educational services to 165 children with an average per pupil expenditure of $1,207.99. In addition to these federal funds, pupil programs were supported by state monies.

An important factor in the success of a project is its acceptance into the school system's total program and its support from local funds when federal funding is terminated.

Other special features mentioned by the consultant were parent involvement, education in the least restrictive appropriate setting, and involvement of the multi-handicapped child.

In considering accountability procedures, special emphasis was placed on the development of a system to document pupil performance. This was strongly suggested as an area for future expansion.

Dissemination was an important concept in the evaluation of the projects. Some unique features of these low prevalence area projects were multi-district collaboration, systems approach to programming, individualized instruction, education in the least restrictive appropriate placement, services to geographically scattered populations, and programs for severely/multi-handicapped children.

ALACHUA COUNTY

School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

James Longstreth, District Superintendent
Lucy Beckum, Director, Exceptional Student Education

Project Title: Multi-County Program for Deaf Elementary Children
Number of Students Served: 33
Amount of Funding: $53,659.00
Year of Funding: 3rd

Project Summary

The project provided personnel, instructional materials and equipment, and transportation to afford a sequential educational program for deaf children in a multi-county area (Alachua, Bradford, Columbia, Gilchrist, Levy, Marion, and Union Counties).

Objectives of the project were:

1. To increase the level of student's attending behavior and skill development on school tasks through the use of instructional materials and media specifically selected with consideration for each student's chronological age, mental age, hearing/psycholinguistic profile and interest level.
2. To implement a career development program at all levels.
3. To provide the opportunity for integration into regular classes for academic and/or social improvement.
4. To update teacher training to the best methods and materials for use with deaf students.
5. To utilize parental abilities and needs to improve understanding of their own children's needs and abilities.
6. To develop a curriculum guide.

A self-contained class was developed for pre-schoolers and itinerant-teacher-served middle and high school students. Activities included the use of a wide range of teaching aids, materials, field trips, experiences, and auditory training equipment. A parent group was formed and meetings were held once a month. Evaluation consisted of periodic testing in the area of achievement, intelligence, lipreading, visual and auditory discrimination, language and speech. Observations were made of the hearing-impaired children in regular classrooms.

DADE COUNTY

School Board of Dade County
1410 N.E. 2nd Avenue
Miami, Florida 33132

E. L. Whigham, District Superintendent
William W. Malloy, Director, Exceptional Student Education
Lucille Epstein, Project Coordinator

Project Title: Individualizing Instruction for Hearing Impaired
Number of Students Served: 38
Amount of Funding: $46,882.00
Year of Funding: 1st

Project Summary

The project established alternative instructional practices for hearing-impaired students by individualizing educational plans for approximately 40 students based on an indepth objective and subjective assessment of each student. Teachers developed a prescriptive plan for each student utilizing a learning center model for the classroom. The project implemented programs developed in the Brevard County hearing-impaired program and the Callier Center for Communication Disorders in Texas.

Activities included inservice and training workshops, audiological assessments, psychological testing, parent meetings, and curriculum development. The assessment data of each student's current level of functioning were entered into data sheets and compiled by the Callier Center Computer Department, from which were generated individual student profiles for a basis of individualized educational plans. Two aides provided assistance in five classes for hearing-impaired to provide individual help to students, to score tests, and to prepare materials.

DADE COUNTY

School Board of Dade County
1410 N.E. 2nd Avenue
Miami, Florida 33132

E. L. Whigham, District Superintendent
William W. Malloy, Director, Exceptional Student Education
Frederick W. Miller, Project Coordinator

Project Title: Demonstration Project for Parents and Teachers of the Profoundly Retarded
Number of Students Served: 14
Amount of Funding: $149,536.00
Year of Funding: 2nd

Project Summary

The Demonstration Project continued to provide services to profoundly retarded students; provide inservice for teachers and parents of profoundly retarded students; field test the operational curriculum developed by the Demonstration Project for classroom use; and develop assessment procedures.

Fourteen profoundly retarded students were served in the demonstration classroom. The staff consisted of one inservice/classroom specialist, one parent trainer/classroom specialist, one classroom specialist, one teacher assistant, and one research assistant. A curriculum manual was developed and will be field tested during the 1976–77 school year. Parents attended 19 group inservice training seminars. Emphasis was placed on language development, feeding skills, behavior management techniques, and home-made materials. Prescriptive programs were written for each student. Of a total of 160 programs written for 14 students, 50 achieved criterion by April, 1976.

ESCAMBIA COUNTY

School Board of Escambia County
P.O. Box 1470
Pensacola, Florida 32502

J. E. Hall, District Superintendent
James E. Pace, Director, Exceptional Student Education
Barbara Bruner, Project Coordinator

Project Title: Mainstreaming the Hearing-Impaired Child (K–6)
Number of Students Served: 42
Amount of Funding: $20,777.00
Year of Funding: 2nd

Project Summary

The project continued to coordinate the mainstreaming of hearing-impaired children into regular classroom at the K–6 levels. Major objectives included identification, staffing, and evaluation. Regular classroom teachers were provided aides and information. Teachers of the hearing-impaired had opportunities to update skills needed to facilitate mainstreaming. The desired goal was to decrease the child's isolation from society and to encourage the development of an optimistic, competitive and productive individual through interaction in a verbal, non-handicapped group.

The position of "Integration Specialist" was created to coordinate the staffing of children into regular classrooms, obtain parental consent, and provide for observation of each child into the integrated setting. A significant result is the development of a profile of children who can integrate most effectively.

HERNANDO COUNTY

School Board of Hernando County
919 U.S. Highway 41 North
Brooksville, Florida 33512

James K. Austin, District Superintendent
Ruth Marsh, Director, Exceptional Student Education

Project Title: Visually Impaired Program (VIP)
Number of Students Served: 11
Amount of Funding: $11,650.00
Year of Funding: 1st

Project Summary

A mini-van was purchased and equipped to provide a special instructional program for visually impaired students.

Objectives of the project were:

1. To provide a suitable place to work, a TV camera to enlarge print when large-print books were not available, and a special reading program for visually impaired students.
2. To provide a large-print typewriter and the appropriate instructional program for visually impaired students.

The classroom van visited five schools daily. Home visits were made when needed. Activities included penmanship, typing, auditory training, and a special reading program.

HIGHLANDS COUNTY

School Board of Highlands County
426 School Street
Sebring, Florida 33870

James Smith, District Superintendent
Nancy Thomas, Director, Exceptional Student Education

Project Title: Mobile ADL Stimulation Unit/Visually Impaired
Number of Students Served: 20
Amount of Funding: $28,978.00
Year of Funding: 1st

Project Summary

A mobile van equipped with appropriate aids and devices, staffed by a teacher and aide was used to screen, refer and remediate visually handicapped students in a rural county on a a scheduled basis to seven school sites. Academic skills and self-image concepts of the students were increased through the use of adapted materials and techniques. The curriculum stressed activities of daily living, eye health care, personal adjustment training, adaptation of academic materials, and guidance. High school student volunteers assisted with large-print typing and in making curriculum materials.

Consultant services were available to administrators and classroom teachers. A parent group was established to disseminate information and counseling for personal and community use.

Results of the project show that public relations have improved between the school and community. Student performance and interest improved more than anticipated.

LEON COUNTY

School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Ned Lovell, District Superintendent
C. Foster Rosser, Director, Exceptional Student Education
Carol Cline, Project Coordinator

Project Title: Teachers Evaluation of Low Vision Needs
Number of Students Served: 70
Amount of Funding: $11,993.00
Year of Funding: 1st

Project Summary

The Teachers Evaluation of Low Vision Needs (TELVN) was developed as a diagnostic instrument to assist teachers in determining the optimum range of print size for visually handicapped students. The instrument is made up of nine reading levels (A, P_p, P, 1, 2, 3, 4, 5, 6) and six different reading passages within each level. Each of the reading passages is set at 10, 12, 14, 16, and 18 point type. Any passage at any level may be selected at any of the 5 print sizes. The result is a three-volume, 270-page instrument. The format is such that the selected volume will stand on a level surface displaying the student's material on one side and the teacher's material with necessary data on the other, with both appearing at 45 degree angles to the surface.

The evaluation of TELVN was state-wide in scope and involved 70 visually handicapped students ages 7–14. All of these students used large-print books to some degree in their regular school program. The primary objective of the evaluation was to determine whether TELVN was a reliable instrument. A test-retest was administered to each participant with reading error and rate the primary data collected. Analysis of this data should be compiled by January, 1977. If results confirm reliability, guidelines and revisions will be prepared and the instrument readied for wide distribution.

It is hoped that TELVN, when administered properly, will provide teachers with the type of information necessary to make appropriate assignment of large-print or regular-print books to partially sighted students.

The TELVN instrument, administrator's guidelines, profile sheets, and analysis of field test data will be available for review from the Clearinghouse/Information Center, Bureau of Education for Exceptional Students, 204 Knott Building, Tallahassee, Florida 32304.

POLK COUNTY

School Board of Polk County
P.O. Box 391
Bartow, Florida 33830

Homer Addair, District Superintendent
Doris Sanders, Director, Exceptional Student Education

Project Title: Multiple Handicapped with Primary Visual Impairment
Number of Students Served: 4
Amount of Funding: $25,380.00
Year of Funding: 3rd

Project Summary

The project provided a teacher and two aides for multi-handicapped children with a primary visual impairment. The program emphasized behavior modification; body and spatial concepts; parental guidance; and developmental skill areas of self-help, social, communication, gross motor, fine motor, and sensory awareness.

Evaluation was made by daily logs, a developmental skills checklist, video tapes, and student progress reports. Children in the classroom have become more self-sufficient and all were able to eat somewhat independently.

EMOTIONALLY DISTURBED

Problem Area:

There is a need to provide special instructional programs for the seriously emotionally disturbed to reduce their emotional problems and accompanying deficiencies in the cognitive, affective or psychomotor learning skills areas.

Project Criteria:

Projects invited must be *New or Continuation*.

A. Projects shall be for initiation of programs that would become locally funded in three years or less.
B. A project for the emotionally disturbed may include a variety of organizational arrangements.
C. Projects shall describe the continuum of programming and organizational arrangements for ED students and specify the component(s) to be supported by Title VI-B funds.
D. Projects shall describe psychiatric or psychological consultative services available for emotionally disturbed children.
E. Projects shall describe plans for parental involvement.
F. Projects shall include an evaluation schema relative to pupil performance.
G. Projects shall describe plans for state-wide dissemination of information.
H. Projects funds may be used to purchase diagnostic and consultative services for emotionally disturbed children.
I. Project funds may be used to purchase consultative assistance or services for evaluation and dissemination activities.

Consultant Comments

The six projects for the emotionally disturbed have completed the first phase of operation: development of model demonstration.

After the demonstration has been documented to be effective, attention should next be given to planning for a statewide system of services for emotionally disturbed children. In this phase, Title VI-B funds should be put into staff time for the development of materials for dissemination.

Priority set by the federal government emphasizes the development of dynamic models to meet the needs of the excluded child. Three of the projects (two in Orange County and one in Escambia County) have satisfied this priority.

In the area of documentation of child progress, the consultant stressed that all projects had potential to provide evaluation data which demonstrate that the interventions bring about desired changes in children.

In the future, greater consideration should be given to development of parent programs. To work effectively with disturbed children, a project must make provision for working with families. In addition, more effort and planning will be needed to coordinate the responsibility of mental health agencies with local schools.

BREVARD COUNTY

School Board of Brevard County
3205 South Washington Avenue
Titusville, Florida 32780

Luther Rogers, District Superintendent
J. Howard Hinesley, Director, Exceptional Student Education

Project Title: Tri-Mod, Program for the Severely Emotionally Disturbed
Number of Students Served: 132
Amount of Funding: $77,719.00
Year of Funding: 1st

Project Summary

The Tri-Mod Program was modeled after the Rutland Center in Athens, Georgia. The program was designed to provide a developmental therapy model for psychoeducational services to emotionally disturbed children between the ages of 5 and 14.

Objectives were:

1. To develop inservice components based on the developmental therapy model as it relates to parents, community agencies, homebased school personnel, and other exceptional student education personnel.
2. To develop and implement a process for evaluating all aspects of the adapted psychoeducational therapy model in a public school setting.

Activities consisted of staffing and grouping of children in classes; planning conferences with parents; development of an inservice training component; and development of evaluation procedures for collecting data for ongoing treatment effect, evaluation of cost effectiveness, transportation, facility design, staff support, and staff effectiveness. Evaluation was made by results of rating forms, questionnaires, observations, and project-developed instruments.

ESCAMBIA COUNTY

School Board of Escambia County
P.O. Box 1470
Pensacola, Florida 32597

J. E. Hall, District Superintendent
James E. Pace, Director, Exceptional Student Education
John Early, Project Coordinator

Project Title: Updating Emotionally Disturbed Remediation Program Strategies
Number of Students Served: 204
Amount of Funding: $76,071.00
Year of Funding: 1st

Project Summary

The project had as its target population students with severe emotional problems.

The main objectives were:

1. Location, proper identification, and appropriate staffing and placement of students with severe emotional problems.
2. Parent involvement in the remediation process.
3. Liaison with local and state agencies.
4. Academic and therapeutic programs to assure remediation and ultimate integration back to a regular classroom.

A Diagnostic-Prescriptologist developed and implemented a behavioral curriculum for the purpose of reducing performance discrepancies. The Curriculum Specialist, trained in problems of the emotionally disturbed, developed an individualized curriculum for each student. A transitional program allowed a student to visit briefly regular classrooms until he was able to adjust to a full day's activities. At the same time, counseling and "rap" sessions were held as needed to reduce fears and tensions of the student. Workshops for parents and teachers were held to help implement strategies in dealing with the emotionally disturbed.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Norma J. Bell, Project Coordinator

Project Title: HHAP/Home-Hospital Adjustment Program
Number of Students Served: 69
Amount of Funding: $75,243.00
Year of Funding: 3rd

Project Summary

A community team approach was used to serve seriously emotionally disturbed students who were unable to attend school. Instruction, management, and therapy were provided to return the student to the classroom of a regular or special school as soon as possible. Students received one-to-one instruction with gradual introduction of one or more peers to the instructional setting in order to increase coping abilities for classroom placement. Teachers were offered workshops on behavior modification, parent education, and effective intervention techniques.

Student placement upon termination of project was as follows: self-contained class—22; alternative school—2; resource room—12; regular class—2; vocational school—3; residential therapy—2; court committment—6; dropped out—6; and moved—4.

ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William R. Thomas, Director, Exceptional Student Education
Gerri Brown, Project Coordinator

Project Title: An Educational Model for Autistic Children
Number of Students Served: 23
Amount of Funding: $62,055.00
Year of Funding: 2nd

Project Summary

The project demonstrated and disseminated curricula, techniques, and assessment procedures relevant to total program development for students from pre-school (age 3) through vocational placement.

Objectives were:

1. To disseminate information concerning an organizational model for a full-time remedial program serving 24 autistic children.
2. To develop and disseminate a sequential developmental curriculum.
3. To demonstrate a model for assisting parents of autistic children in behavior modification and parent effectiveness techniques.
4. (a) To develop a competency-based task analysis assessment for pre-vocational training of autistic children.
   (b) To develop procedures for successfully integrating older autistic children into vocational rehabilitation programs.
5. To develop and disseminate a sequential training program in primary reinforcement and behavior management techniques for students and volunteers interested in serving autistic children.

Activities included: publication of Volume III of *An Educational Model for Autistic Children*; workshops and on-site visitations; parent training workshops; development of prevocational training program and production of a slide presentation, "Prevocational: First Year"; workshops for students and volunteers; and production of a slide presentation, "The Autistic Childs' Ecological System: Problems and Issues."

SEMINOLE COUNTY

School Board of Seminole County
202 East Commercial Avenue
Sanford, Florida 32771

William P. Layer, District Superintendent
Mary Witengier, Director, Exceptional Student Education
Daniel Scinto, Project Coordinator

Project Title: Therapeutic Help for Seriously Disturbed Students
Number of Students Served: 71
Amount of Funding: $53,014.00
Year of Funding: 2nd

Project Summary

The project provided a team of professionals to provide consultation, testing, and support services to improve the efficiency of elementary and middle school self-contained classes for the seriously disturbed.

Activities included development of behavior modification programs (group and individual), individual and group therapy (student and parent), testing, teacher plan development, and utilization of community resources. The ultimate goal was to return students to regular classes. Evaluations were based on results of incidence of students transferred to regular classes and reduced frequency of unacceptable classroom behavior as indicated by in-class observational records.

VOLUSIA COUNTY

School Board of Volusia County
P.O. Box 2118
Deland, Florida 32720

Donald G. Gill, District Superintendent
Hal M. Wallace, Director, Exceptional Student Education
Doris Paskewitz, Project Coordinator

Project Title: Project HOPE/Help in Overcoming Problems of Emotional Disturbance
Number of Students Served: 147
Amount of Funding: $60,500.00
Year of Funding: 1st

Project Summary

A staffing committee placed children in the appropriate program for the level of disturbance and designed an educational plan for each child. A sequential curriculum was designed in each of the four areas: academic skills, communication skills, socialization skills, and behavioral management. A staffing liaison worker assembled data on social history, test data, other agency involvement, health history, parent involvement, and behavioral observation to facilitate decisions of the staffing committee. Activities centered on development of the sequential curriculum in academic and communication skills. This involved inservice education by outside consultants and speech and hearing specialists. Mental Health Technicians helped in behavioral management, developmental play, charting of behaviors, and behavior modification.

UNSERVED

Problem Area:

There is a need to provide start-up costs and other costs to serve children not receiving an education. A child not receiving an education is an exceptional child, ages 0–21 (exclusive of gifted and socially maladjusted) who is not receiving an education from either a public or non-public school program or a state-agency-operated program. The reasons these children are not in school are no available programs, parent refusal to enroll or send to school non-ambulatory or multihandicapped students, terminal illness, or transportation difficulties.

Project Criteria:

Projects invited may be *New*.

A. Projects may be designed to support one or more children in an ongoing exceptional student program with support services such as tutor companion, special transportation, specialized equipment, teacher aide, behavior modification specialist, specialized programming (occupational therapy), etc.
B. Projects may be submitted for start-up costs for a class of children presently not being served in either a district or multi-district program. These are often children who are multi-handicapped, autistic, severely emotionally disturbed, or in other low prevalence areas.
C. A brief case study for each child for whom a project is written must be attached to the project application.

Funds for the unserved were expended for the following services:

(a) Child Find System to achieve public awareness, location, evaluation and diagnosis, and educational programming for children not receiving an education;
(b) support services to one or more children who were not previously in school and for start-up costs for a class of children not being served in a program;
(c) supplement to state funding for the development of programs for the profoundly and severely retarded.

FLORIDA REGIONAL CHILD FIND SYSTEM
1975–1976

Beginning on July 1, 1975, Title VI-B monies were made available to each of the eighteen Diagnostic and Resource System regions for the conduct of a Child Find Project. Objectives for all projects were:

(1) To obtain and maintain information on exceptional individuals 0–21 years of age who are not receiving an education.

(2) To seek referrals of exceptional students not receiving an education through public awareness activities.

(3) To conduct orientation sessions with Health and Rehabilitative Services agencies regarding Child Find and to follow up on all referrals made by Health and Rehabilitative Services to district superintendents of individuals suspected of being exceptional and not receiving an education as required by F.S. 232.13.

Activities to accomplish these objectives and other activities to support the delivery of needed evaluation services to unserved exceptional individuals and to assist in the location or development of appropriate educational program were proposed by each region. Project applications were reviewed and approved by the Bureau of Education for Exceptional Students.

Two special projects dealing with language skills screening and adaptive behavior assessment were also funded as a part of the Child Find System.

Data resulting from the first twelve months of Child Find implementation indicate that:

1064 (33%) of the 3,238 individuals referred are exceptional and are not receiving an education.

Of those 3,238 individuals referred:

4% were verified as non-exceptional.

33% were found to be enrolled in a private or residential facility.

10% were verified as having dropped out of the district education system and not desirous of enrollment in a program.

3% had moved from the region and no personal contact was possible.

8% had been exempted from attending school.

9% continue to be active referrals in need of verification.

Of those individuals verified as exceptional and not receiving an education, they were reported in the following areas by age and exceptionality:

Age

0–3 years—12%
3–4 years—23%
School Age—54%
Over School Age—11%

Exceptionality

EMR—	23%	PH—	6%
PMR—	19%	Visually Impaired—	6%
TMR—	16%	Hearing Impaired—	3%
Multihandicapped—	13%	S&L Impaired—	3%
ED—	9%	SLD—	1%
		SM—	1%

Major reasons given for exceptional individuals not receiving an education were:

(1) Lack of appropriate special program. Pre-school programs for children of all exceptionalities and programs for the profoundly retarded of all ages were found to be least available.

(2) Parent refusal of enrollment.

Examples of Child Find activities which have resulted in exceptional individuals being provided educational programs utilizing both public school, agency, and private programs are as follows:

1. A.C.: A 19-month-old deaf/blind child began receiving infant stimulation at the U.C.P. Clinic in January, 1976, as a direct result of Child Find follow-up.

2. J.W.: A 3-year-old speech-delayed youngster began receiving speech therapy and language stimulation at the Easter Seal Center.

3. C.S.: This 5-year-old will begin kindergarten in September and will begin receiving speech therapy at that time.

4. T.G.: T.G. entered the infant stimulation program at the U.C.P. Clinic. He has Down's Syndrome and a congenital heart defect.

5. B.B.: B.B. received speech therapy at the Easter Seal Center and will receive continued therapy when he enters kindergarten in September.

6. W.B.: This child receives language stimulation from public school Speech Clinician on a regular basis at a local nursery school. Parents had refused speech therapy for her in the past.

7. P.D.: This child began the Headstart Program this summer and receives private speech therapy upon referral by the Child Find program.

8. C.D.: C.D. entered a nursery program (public school) for physically handicapped children in June, 1976.

9. S.D.: S.D., who has a chronic health problem (collapsed lungs and T.B.) began receiving homebound instruction in January, 1976, through Child Find efforts.

10. D.F.: A profoundly retarded teenager, returned to school in the PMR program in January, 1976.

11. D.M.: D.M. began membership in a class for deaf children on a part-time basis in February as a result of Child Find efforts. He is 2 years old.

12. A.M.: A 4-year-old TMR male joined 2 siblings at the TMR Center in February as a result of Child Find efforts.

13. S.P.: A severely physically handicapped child entered school with the assistance of a tutor-companion provided through Title VI-B.

14. E.L.: E.L. will start school in September and will receive special instruction for his vision problems.

Child Find Project Data—July 1, 1975–June 30, 1976

D & R Regions	Referrals to be Processed	Non-Exceptional	Enrolled in School or State Residential Facility	Dropout	Moved	Suspended/ Exempted	No Information Obtained at This Time	Exceptional Students Not Receiving Education
1. **ALACHUA** (9 districts)	30	0	5	0	2	8	6	9
2. **BAY** (8 districts)	157	3	96	8	14	0	27	9
3. **BREVARD** (2 districts)	24	0	7	2	0	0	10	5
4. **BROWARD** (2 districts)	313	0	100	8	9	30	20	146
5. **DADE** (2 districts)	307	5	62	57	6	1	9	167
6. **DUVAL** (5 districts)	142	10	43	53	12	0	0	24
7. **ESCAMBIA** (2 districts)	347	0	69	51	14	109	14	90
8. **HILLSBOROUGH** (2 districts)	455	17	234	12	6	103	14	69
9. **LEE** (3 districts)	40	0	11	4	1	0	7	17
10. **LEON** (6 districts)	117	5	45	6	4	1	8	48
11. **MARION** (6 districts)	169	3	78	8	7	1	15	57
12. **OKALOOSA** (2 districts)	258	8	74	2	1	0	82	91
13. **ORANGE** (3 districts)	389	66	75	18	2	7	41	180
14. **PALM BEACH** (5 districts)	54	1	12	13	1	4	2	21
15. **PINELLAS** (2 districts)	102	1	56	6	3	0	12	24
16. **POLK** (3 districts)	125	1	36	61	0	0	0	27
17. **SARASOTA** (3 districts)	134	13	40	9	0	0	6	66
18. **VOLUSIA** (2 districts)	75	1	38	13	3	1	5	14
GRAND TOTALS	**3238**	**134**	**1081**	**331**	**85**	**265**	**278**	**1064**

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ALACHUA COUNTY

School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

James Longstreth, District Superintendent
Lucy Beckum, Director, Exceptional Student Education
Linda Ramsey, Project Coordinator

Project Title: Alachua Regional Child Find System
Participating Districts: School Boards of Columbia, Hamilton, Suwannee, Lafayette, Dixie, Gilchrist, Bradford, and Union Counties
Amount of Funding: $19,501.00
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of an information flyer. Thirty-five thousand (35,000) copies of the flyer were distributed via the utility billing throughout the area. Four (4) slide-tape presentations were developed containing information regarding available exceptional student programs and referral procedures. The presentations were utilized with civic, advocacy, and agency groups.

Staff meetings of various Health and Rehabilitative Service agencies and Health and Rehabilitative Services case coordinating council meetings were attended to provide project information and stimulate referrals. Presentations were made to Head Start personnel in two rural districts and to the Association for Retarded Citizens in one urban area to improve awareness of early indications of handicapping conditions.

Follow-up was conducted on all referrals. Agencies and school personnel were provided with information regarding services and school admission status of the child. A system for sharing reports was established whereby thirty-nine (39) collateral data were shared.

A directory of agencies and services was published and distributed to district directors of exceptional student programs and all guidance counselors within the region to assist in securing services from existing sources.

Indepth evaluations were purchased for those children unable to receive needed evaluation through existing sources. Such evaluations included medical, speech, language, hearing, and clinical psychological examinations.

Project management and operation were provided by the project coordinator.

BAY COUNTY

School Board of Bay County
P.O. Drawer 820
Panama City, Florida 32401

Curtis Jackson, District Superintendent
Edmund Schaefer, Director, Exceptional Student Education
Edward Deluzain, Project Coordinator

Project Title: Bay Regional Child Find System
Participating Districts: School Boards of Washington, Holmes, Jackson, Calhoun, Gulf, Liberty, and Franklin Counties
Amount of Funding: $19,686.00
Year of Funding: 1st

Project Summary

Public awareness activities included public service announcements via television and radio stations and television interviews of project personnel. In addition, flyers were developed and distributed through hospitals, doctors, and other state agency offices and through the Mothers' March of Dimes. A letter from the district school superintendent requesting referrals from all physicians and ministers in the region was also utilized.

Referrals of children suspected of being handicapped and not receiving an education were received from Health and Rehabilitative Program officers, physicians, parents, and others. A free, public screening program utilizing volunteer professionals in the areas of vision, hearing, speech, language, and medicine was conducted in one urban area. Follow-up on all referrals and high-risk candidates from the screening program was completed.

Medical, speech and language, psychological, audiologicals, and ophthalmologicals were provided as needed to children not receiving an education for the purpose of diagnosis and programming.

The services of the project coordinator and a child find specialist were utilized in providing for parental contact, agency coordination, etc.

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BREVARD COUNTY

School Board of Brevard County
3205 South Washington Avenue
Titusville, Florida 32780

Luther Rogers, District Superintendent
Howard Hinesley, Director, Exceptional Student Education
Cynthia Ford, Project Coordinator

Project Title: Brevard Regional Child Find System
Participating Districts: School Board of Indian River County
Amount of Funding: $35,552.00
Year of Funding: 1st

Project Summary

Public awareness activities included utilization of radio announcements, newspaper articles, letters, professional newsletters, and speaking engagements with parent and service organizations. Extensive orientation sessions were conducted with HRS agencies to provide information and stimulate referrals. An orientation session for general education was also developed and conducted with one group.

Case management was provided for referrals. Services included a review of available diagnostic data, referral to appropriate school or agency personnel for evaluation and purchase of evaluations. Such evaluations included medical, neurological clinical psychological, psychiatric, and speech and language examinations. Participation in placement staffings and case conferences regarding individual children was also performed.

A diagnostic mobile unit was purchased which will be utilized for community-based screening of pre-school children. Components of the screening procedure will include speech and language, hearing, vision, developmental, and proposed examinations.

Project management and operation were provided by the project coordinator and a child find specialist.

BROWARD COUNTY

School Board of Broward County
P.O. Box 5408
Ft. Lauderdale, Florida 33310

James E. Maurer, District Superintendent
Joel Keiter, Director, Exceptional
Student Education
Jane Nester, Project Coordinator

Project Title: Broward Regional Child Find System
Participating Districts: School Board of Collier County
Amount of Funding: $62,924.00
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of flyers and letters. These products were received by parents of school-age children, pre-school personnel, Health and Rehabilitative Services agencies, parent-teacher associations, school board advisory committees, private and public school personnel, ministers, and civic groups. Posters were also developed and newspaper articles and radio announcements were utilized. Speeches were given to school and agency personnel.

Assistance was provided to the one urban district in improving procedures to detect children with specific learning disabilities. A county-wide screening program to identify pre-school handicapped children was developed cooperatively with the Speech and Language Association. The procedure was utilized to conduct four screening clinics throughout the region.

Liaison was established with the Cyesis program and hospitals to implement tracking, from birth, children with handicaps.

Referrals were received and documented. Evaluation services were secured or purchased as needed. Extensive contacts with school and agency personnel were completed to effect placement of children and to stimulate the development of alternative educational programs.

Project management and operation were provided by the project coordinator and a child find specialist.

DADE COUNTY

School Board of Dade County
1410 N. E. Second Avenue
Miami, Florida 33132

E. L. Whigham, District Superintendent
William Malloy, Director, Exceptional Student Education
Carol Fineman, Project Coordinator

Project Title: Dade Regional Child Find System
Participating Districts: School Board of Monroe County
Amount of Funding: $99,446.00
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of brochures to provide school, agency, and other professionals with project information. Extensive personal contacts were completed with school personnel.

Brochures for parents were also developed in English, Spanish, and French. A newspaper and radio campaign was also conducted in both English and Spanish. In addition, a slide-tape presentation was developed which includes an overview of the Child Find project.

A parent awareness committee has been activated in the one urban district. Currently, the members are parents of children who have been identified as unserved by the project and who are anxious to assist the parents in securing an education for their exceptional children.

Liaison has been established with the High Risk Clinic at one major hospital. The project staff visits the clinic to interview parents of high-risk infants and to assist them with any needed follow-up pertaining to diagnosis and programming.

Children found to be in need of diagnostic services were served by the Dade Diagnostic Center and through contracting for medical diagnostic services. In addition to comprehensive, multi-disciplinary assessment, unserved children are afforded the service of a diagnostic classroom. This approach provides specific data for appropriate educational programming and is synthesized into a detailed prescriptive plan. Upon completion of diagnostic service, unserved children became clients of the implementation project which provides on-site assistance in integrating the child into an educational setting.

Project services were provided by the project coordinator, two child find specialists, and two diagnostic aides.

DUVAL COUNTY

School Board of Duval County
1450 Flagler Avenue
Jacksonville, Florida 32207

John Gunning, District Superintendent
Julia Wickersham, Director, Exceptional Student Education
Ruth Joselson, Project Coordinator

Project Title: Duval Regional Child Find System
Participating Districts: School Boards of Nassau, Baker, Clay, and St. Johns Counties
Amount of Funding: $54,832.00
Year of Funding: 1st

Project Summary

Public awareness activities include the development of a package of audio-visual materials containing a 28-minute, 16mm documentary film, a 10-minute sound-slide presentation, a 30-second television spot, and an accompanying brochure. The package, developed under contract with a television station, is designed to increase public awareness of programs and services available to handicapped children and may be utilized by other child find systems within the state.

Referrals were received and documented and follow-up activities were conducted. Project staff, directly, provided social-development evaluations. Educational evaluations, prescriptive programs, and design of behavioral programs for the multiple-handicapped and/or severely retarded were also, directly, provided by the project staff. Other diagnostic services included psychiatric, neurological, medical, and ophthalmological examinations.

Project management and operation were provided by the project coordinator and two child find specialists.

ESCAMBIA COUNTY

School Board of Escambia County
P.O. Box 1470
Pensacola, Florida 32502

J. E. Hall, District Superintendent
James Pace, Director, Exceptional Student Education
Bettye Williams, Project Coordinator

Project Title: Escambia Regional Child Find System
Participating Districts: School Board of Santa Rosa County
Amount of Funding: $22,716.00
Year of Funding: 1st

Project Summary

Public awareness activities included the use of television, radio, and the newspaper. In addition, letters were sent to administrators of all private schools within the region to provide information and request references.

Meetings were held extensively with Health and Rehabilitative Service personnel, health-related personnel, parent groups, and other appropriate organizations and agencies to disseminate information regarding the Child Find project.

Referrals of children suspected as exceptional and not receiving an education were received from individuals and agencies. A referral log was maintained to document follow-up activities on all referrals. Diagnostic services were secured from other agencies and purchased as needed including medicals, psychologicals, and educational evaluations.

Meetings were conducted with appropriate school personnel for the dissemination of project information and the reporting of project status. In addition, school districts were assisted with the collection of data needed for eligibility staffings and staffing procedures in order that children could begin receiving an education.

The services of the project coordinator and a child find specialist were utilized for administration and operation of the project.

HILLSBOROUGH COUNTY

School Board of Hillsborough County
P.O. Box 3408
Tampa, Florida 33601

Raymond Shelton, District Superintendent
Jack Lamb, Director, Exceptional
Student Education
Jean Stovall, Project Coordinator

Project Title: Hillsborough Regional Child Find System
Participating Districts: School Board of Pasco County
Amount of Funding: $51,448.00
Year of Funding: 1st

Project Summary

Public awareness activities included radio public service announcements and television interviews. Brochures describing the project were developed and distributed to agencies, private practitioners, and local businesses. Booklets describing exceptional student programs in one district and the contact information for referral were developed and distributed in cooperation with the partner Learning Resources System. Extensive personal contacts were completed with Health departments, Mental Health, Easter Seal, and two day care centers and appropriate personnel. Follow-up was completed on all referrals received.

Psychological evaluations were provided through the school district or a mental health center. Medical evaluations were proposed as needed.

Based upon an assessment of regional needs, priority was placed upon location and diagnosis of hearing-impaired children not receiving an education. Hearing evaluation clinics were conducted in both districts. Services available also included needed reevaluations and hearing aid evaluations. An audiological van was purchased to provide an environment for evaluation of pre-school and kindergarten children and children identified as not receiving an education.

Parental contact and assisting districts with staffing procedures has been extensive. Project management and operation were provided by the project coordinator and a child find specialist.

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LEE COUNTY

School Board of Lee County
3308 Canal Street
Ft. Myers, Florida 33901

Ray Williams, District Superintendent
Karen Youngblood, Director, Exceptional Student Education
Elizabeth Russell, Project Coordinator

Project Title: Lee Regional Child Find System
Participating Districts: School Boards of Charlotte and Hendry Counties
Amount of Funding: $18,157.00
Year of Funding: 1st

Project Summary

Public awareness activities include the development and dissemination of posters and pamphlets describing project objectives and services. Physicians' offices, convenience stores, and shopping malls were utilized for distribution of public awareness materials. Radio programs were also utilized for public awareness.

Extensive personal contacts were made with all Health and Rehabilitative Services agencies. Systematic follow-up with agencies was conducted monthly to elicit referrals and provide for case management. These same strategies were utilized with school personnel, including Head Start programs and migrant education programs. All referrals were documented and follow-up services were provided. Evaluation services were purchased as needed, including medical, orthopedic, ophthalmological, and physical therapy examinations.

Cooperative efforts with one district were undertaken to improve the detection of children with disabilities through the established kindergarten screening procedure. District personnel were provided the opportunity to participate in in-service sessions, outside the district, designed to improve specific diagnostic competencies.

Project management and operation were provided by the project coordinator.

LEON COUNTY

School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Ned Lovell, District Superintendent
Foster Rosser, Director, Exceptional Student Education
Nancy James, Project Coordinator

Project Title: Leon Regional Child Find System
Participating Districts: School Boards of Gadsden, Wakulla, Jefferson, Madison, and Taylor Counties
Amount of Funding: $19,943.00
Year of Funding: 1st

Project Summary

Public awareness activities included the use of radio and television announcements and newspaper articles. The project staff personally appeared for several media interviews. A flyer was produced and distributed to public and private agencies and to individuals. Notices were also placed in church bulletins. In addition, two slide-tape presentations developed by Florida Regional Diagnostic and Resource Systems were utilized to familiarize school and agency personnel and other interested individuals with project activities.

Extensive personal, written, and telephone contacts were completed with agencies and individuals to stimulate and follow-up on referrals. A logging system was utilized to document these contacts. "Finding Kids with Special Needs", a standardized screening instrument was administered to all kindergarten students in one rural district to assist with detection of exceptional students. A free, public screening program for children 0–5 years of age was conducted in one urban area. Screening procedures included vision, speech, hearing, developmental, and readiness components. Results of the screening were provided to appropriate school personnel and follow-up with parents was conducted as needed.

Extensive contacts were made with Health and Rehabilitative Services agencies and schools in order to ascertain current diagnostic data, diagnostic services needed, and to initiate and confirm delivery of diagnostic services.

The services of the project coordinator and a child find specialist were utilized for project management and operation.

MARION COUNTY

School Board of Marion County
P.O. Box 670
Ocala, Florida 32670

William Fish, District Superintendent
Ed Smallwood, Director, Exceptional Student Education
Frances Deak, Project Coordinator

Project Title: Marion Regional Child Find System
Participating Districts: School Boards of Levy, Citrus, Sumter, Lake, and Putnam Counties
Amount of Funding: $27,471.27
Year of Funding: 1st

Project Summary

Public awareness activities included: the purchase and dissemination of a commercially produced brochure; newspaper articles regarding specific children who have been "found" and received an educational placement; and development of an information package to be disseminated through Health and Rehabilitative Services agencies. The project staff also participated in HRS Case Coordinating Council Meetings and Social Service Meetings.

A referral file is maintained for each child documenting the history and current status of each referral. Diagnostic services are purchased as needed. Such services have included medical and psychological examinations.

Placement of pre-school children in Head Start and Association for Retarded Citizens Programs was sought when public school placements were not available. An inservice training session in one rural district was conducted to improve diagnostic competencies required for evaluation of deaf children.

Project management and operation were provided by the project coordinator and a child find specialist.

OKALOOSA COUNTY

School Board of Okaloosa County
Okaloosa County Courthouse
Crestview, Florida 32536

Max Bruner, Jr., District Superintendent
Charlie McFarland, Director, Exceptional Student Education
Joan Henderson, Project Coordinator

Project Title: Okaloosa Regional Child Find System
Participating Districts: School Board of Walton County
Amount of Funding: $12,871.00
Year of Funding: 1st

Project Summary

Public awareness activities included development and dissemination of a brochure and a letter designed to provide information and stimulate referrals. Newspaper articles and radio annoucements were also utilized. Extensive personal contacts were made by the project staff including Health and Rehabilitative Services agencies, school personnel, parent groups, Head Start personnel, etc.

Documentation was maintained on each referral indicating nature of handicap, services provided, and procedures utilized in seeking enrollment in an educational program. Diagnostic services were purchased or secured from other agencies. A systematic check on enrolled children was conducted to assure successful integration of unserved children into exceptional student programs.

Project management and operation were provided by the project coordinator and a child find specialist.

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ORANGE COUNTY

School Board of Orange County
P.O. Box 271
Orlando, Florida 32802

Linton Deck, District Superintendent
William Thomas, Director, Exceptional Student Education
Jane Courtney, Project Coordinator

Project Title: Orange Regional Child Find System
Participating Districts: School Boards of Osceola and Seminole Counties
Amount of Funding: $52,373.61
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of a slide/sound media presentation including project objectives and services. Each of the other child find systems within the state received a copy of the presentation for use in their public awareness activities. A brochure, flyer, poster, and letters were also developed and disseminated. Newspaper articles and TV and radio announcements were also utilized. Personal contacts with Health and Rehabilitative Services agencies and community agencies were completed by the project staff.

Nine (9) pre-school screening clinics were conducted in the tri-county area and all kindergarten children in the region were screened through utilizing a commercially produced instrument designed to detect children with disabilities. All referrals received and children indicated as needing additional services after screening received follow-up services. Psychological evaluations were delivered directly by the project staff. Purchased services included medical, speech and language, audiological, and ophthalmological examinations.

School districts were assisted with staffing and placement procedures in order for children to enter educational programs.

Project management and operation were provided by the project coordinator, a child find specialist, and a child find psychologist.

PALM BEACH COUNTY

School Board of Palm Beach
3323 Belvedere Road
West Palm Beach, Florida 33402

Joseph Carroll, District Superintendent
Helen Holmes, Director, Exceptional Student Education
John Sargeant, Project Coordinator

Project Title: Palm Beach Regional Child Find System
Participating Districts: School Boards of Martin, St. Lucie, Okeechobee, and Glades Counties
Amount of Funding: $40,046.00
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of a brochure including project objectives and services. Radio and television broadcasts and letters to agencies were also utilized. Monthly contacts with regional Health and Rehabilitative Services Agencies and quarterly contacts with other selected agencies and programs within the region to obtain information on children not receiving an education were conducted and documented.

An information card is maintained on each child referred indicating contacts/procedures taken to establish status and placement in an educational program. Pre-school unserved children received direct evaluation services from the project staff. Such services included adaptive behavior assessments and psychological assessment. Purchased services included psychological, psychiatric, and neurological examinations. Diagnostic instruments were purchased as needed to provide adequate diagnosis and resource information related to identification, and diagnosis was compiled to develop a loan collection.

Extensive inservice training components were developed and utilized. Such components included awareness of available diagnostic instruments and materials, and improvement of diagnostic competencies required for evaluation of profoundly retarded, emotionally disturbed, and specific-learning-disabled children.

Project management and operation were provided by the project coordinator and a child find psychologist.

PINELLAS COUNTY

School Board of Pinellas County
P.O. Box 4688
St. Petersburg, Florida 33707

Gus Sakkis, District Superintendent
Paul Stephens, Director, Exceptional Student Education
Oma Pantridge, Project Coordinator

Project Title: Pinellas Regional Child Find System
Participating Districts: School Board of Hernando County
Amount of Funding: $37,136.00
Year of Funding: 1st

Project Summary

Public awareness activities included the development and dissemination of a flyer, newspaper articles, television interviews, use of a slide/tape presentation developed by one of the other child find systems, and extensive speaking engagements with agency, church, and school groups.

Referrals were received and documented and follow-up was conducted. Evaluation services were purchased including audiological, medical, neurological, psychological, educational, and speech examinations.

Inservice training components were developed and utilized to assist in improving diagnostic competencies required for evaluation of retarded, emotionally disturbed, and specific-learning-disabled children. In addition, several school personnel were offered the opportunity to participate in training sessions outside the district designed to improve specific diagnostic competencies.

Project management and operation were provided by the project coordinator and a child find specialist.

POLK COUNTY

School Board of Polk County
P.O. Box 391
Bartow, Florida 33830

Homer Addair, District Superintendent
Doris Sanders, Director, Exceptional Student Education
JoAnn Mann, Project Coordinator

Project Title: Polk Regional Child Find System
Participating Districts: School Boards of Highlands and Hardee Counties
Amount of Funding: $28,251.00
Year of Funding: 1st

Project Summary

Public awareness activities included radio public service announcements, a press conference, and presentations to parent, agency, and school groups.

Receipt of referrals was documented and follow-up was conducted. When needed, diagnostic services were purchased. Such evaluations included neurological, psychiatric, medical, psychological, and adaptive behavior examinations.

Materials to assist in proper diagnoses and programming of unserved children were purchased. Project personnel monitored the placement of unserved students in public school programs to assess the effectiveness of the program and school placement during the current year and the recommended placement for the 1976–77 school year.

Project management and operation was provided through the services of the project coordinator and a child find specialist.

SARASOTA COUNTY

School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Gene M. Pillot, District Superintendent
Lee Coose, Director, Exceptional Student Education
Bruce Hinson, Project Coordinator

Project Title: Sarasota Regional Child Find System
Participating Districts: School Boards of Manatee and DeSoto Counties
Amount of Funding: $18,338.00
Year of Funding: 1st

Project Summary

Public awareness activities included letters to parents of school-age children, agencies, and private practitioners informing them of project services and public school programs. The project staff also actively participated in Health and Rehabilitative Services case coordinating council meetings and conducted information sessions with school personnel in each of the three counties.

Receipt of all referrals was documented and follow-up conducted. The project staff secured services from other agencies, provided indepth evaluation services, purchased medical evaluations, performed case consultations, and participated in multi-disciplinary staffings to assist in placement of unserved children. Auditory training equipment was purchased to enable unserved deaf children within the region to enter an appropriate program. In addition, two inservice components were developed and utilized to assist in the improvement of the diagnostic competencies of school personnel.

Project management and operation were provided by the project coordinator and a child find psychologist.

VOLUSIA COUNTY

School Board of Volusia County
P.O. Box 2118
Daytona Beach, Florida 32014

Donald G. Gill, District Superintendent
Hal Wallace, Director, Exceptional Student Education
Tom Parker, Project Coordinator

Project Title: Volusia Regional Child Find System
Participating Districts: School Board of Flagler County
Amount of Funding: $7,435.40
Year of Funding: 1st

Project Summary

Public awareness activities included newspaper articles and speaking engagements with parent and civic groups. An audio-visual presentation describing project objectives and services was prepared for such occasions. Extensive contacts were established with Health and Rehabilitative Services agencies and systematic follow-up was conducted. Emphasis was placed upon coordination of school/agency services.

Referrals were received and documented. Evaluation services were secured primarily from other agencies. Some psychological evaluations were purchased. Efforts to obtain educational placement for unserved students were made.

Project management and operation were provided by the project coordinator.

ALACHUA COUNTY

School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

Lucy Beckum, Director, Exceptional Student Education
Linda Ramsey, Project Coordinator

Project Title: Florida Language Screening System
Number of Students Served: 35,404
Amount of Funding: $12,250.00
Year of Funding: 1st

Project Summary

Children in K–1 in selected school districts participated in the Florida Language Screening System (FLASC) administered in September, 1975. From the total population, children with language disorders were identified and tested for special program placement. Evaluation was made to determine language skills performance levels and achievement in basic skills programs.

A two-day conference of speech clinicians led to the initial test formulation. This included specification of testing criteria, delineation of skill areas, and development of an initial version of a test. The University of Florida Department of Speech then coordinated the field testing, data collection, and the FLASC analysis.

Trained language and speech clinicians administered the test to K–1 children in randomly selected school districts. Children identified as having potential or existing language problems received post-testing or diagnostic testing.

The final edition of the test measures phonology, semology, morphology, and tactology. The test meets the criteria of ease and speed of administration, and the needs of a widespread screening system. The complete testing package is available for distribution and utilization.

LEON COUNTY

School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Ned Lovell, District Superintendent
Foster Rosser, Director, Exceptional Student Education
Diane Johnson, Project Coordinator

Project Title: Adaptive Behavior Assessment
Number of Students Served: 4,000
Amount of Funding: $55,238.00
Year of Funding: 1st

Project Summary

An adaptive behavior scale (American Association of Mental Deficiency Adaptive Behavior Scale-Public School Version) was administered during the 1975–76 school year in a coordinated field test sample to determine its usability in Florida.

The objectives for the project were:

1. To develop a procedure for assessment of adaptive behavior as part of the criteria for identification and placement.
2. To determine the feasibility of using the AAMD Adaptive Behavior Scale-Public School Version through a statewide field test.
3. To aid in locating students inappropriately placed as well as students not being served appropriately.
4. To examine areas of behavior which should be included in an assessment of adaptive behavior.
5. To create an awareness in the community of those behaviors, other than academic and not specifically related to cognitive skills, that are part of the determination of appropriate educational placement.
6. To relate the concept of adaptive behavior to individual educational plans for students.

The field test involved 40 school districts and five head start centers. Approximately 300 teachers and other personnel were involved in the training session and administration of the scales were to approximately 3,600 students, ages 3 to 18. The AAMD Adaptive Behavior Scale was developed by Dr. Nadine Lambert at the University of California who was consultant for the Florida project.

The initial results show that the Florida sample is comparable to the California sample. The present data from the field test indicate that this scale is valid for use in Florida. Before norms are produced for statewide distribution, the data must be verified by having teachers who participated in the test make changes and corrections in the booklets and information. Districts will be encouraged to develop local norms. Field test information indicates that teachers can complete the scale and find it useful.

ALACHUA COUNTY

School Board of Alachua County
1817 East University Avenue
Gainesville, Florida 32601

James Longstreth, District Superintendent
Lucy Beckum, Director, Exceptional
Student Education

Project Title: A Class for the Physically Handicapped
Number of Students Served: 4
Amount of Funding: $15,000.00
Year of Funding: 1st

Project Summary

A program for the treatment of school-age children with physical handicaps was initiated in Alachua County. The program provided (1) an individually guided program in a specially equipped elementary classroom, (2) a staff development program, (3) social adjustment activities, (4) special guidance and training for parents of handicapped students, and (5) a program of physical therapy for students.

Graduate assistants from the University of Florida worked with the teacher and aide to develop a team approach for classroom instruction according to each child's invididual educational, physical, and social needs.

Evaluation was made by assessing the extent that each student's planned program reflected the integration of academic, physical, and social learning objectives.

BROWARD COUNTY

School Board of Broward County
P.O. Box 5408
Ft. Lauderdale, Florida 33312

James E. Maurer, District Superintendent
Joel Keiter, Director, Exceptional Student Education
Fay LaBelle, Project Coordinator

Project Title: Program for Deaf and/or Blind Multiply Handicapped
Number of Students Served: 7
Amount of Funding: $31,452.00
Year of Funding: 1st

Project Summary

A program for deaf and/or blind multi-handicapped students provided psychological, educational, and physical evaluations; individual prescriptive educational planning; inservice training of staff and parents; a classroom program via audio-visual methods; transportation; specialized equipment; and a trained staff of one teacher and three aides.

Each student was given a battery of tests conducted by a team of specialists from Peabody College. A deaf-blind specialist provided an educational evaluation based on cognitive/adaptive development; receptive, expressive, and inner language; gross and fine motor development; and manipulation. A psychological evaluation included the Bayley Scales of Infant Development and portions of other instruments. A parent interview was conducted by a psychologist. Each student was given an audiological evaluation and fitted with hearing aides when appropriate. A large classroom in the Exceptional Student Center was furnished and utilized. Staff training activities concentrated on information about the students and parent interaction.

COLUMBIA COUNTY

School Board of Columbia County
P.O. Box 1148
Lake City, Florida 32055

Silas Pittman, District Superintendent
Betty Allison, Director, Exceptional Student Education

Project Title: Program for Exceptional Student Not in School
Number of Students Served: 1
Amount of Funding: $6,556.00
Year of Funding: 1st

Project Summary

A multi-handicapped student from Lafayette County was enrolled in a special education classroom in Columbia County. Ramps, handbars, and cut-out tables were provided to accommodate the physical handicaps of the student. The special education teacher supervised a teacher's aide who carried out the instructional plan devised by specialists in the assessment of severely and multi-handicapped students. A physical therapist assisted with the development and maintenance of body posture and mobility and the self-help skills of dressing, grooming, and feeding.

DADE COUNTY

School Board of Dade County
1410 N.E. Second Avenue
Miami, Florida 33132

E. L. Whigham, District Superintendent
William W. Malloy, Director, Exceptional Student Education
Carol A. Fineman, Project Coordinator

Project Title: Educational Plan Implementation Project
Number of Students Served: 33
Amount of Funding: $74,405.00
Year of Funding: 1st

Project Summary

The project provided child support personnel and equipment for multi-handicapped students who were not receiving an education.

Objectives were:

1. To assist the district in implementing educational plans for multi-handicapped students who were not receiving an education.
2. To provide direct child support for maintaining these students in an educational setting.
3. To provide at-home educational planning and homebound services for multi-handicapped students who are unable to attend school for medical reasons.
4. To coordinate activities with the total state services for children who were not receiving an education.

Exceptional students, identified through the Dade-Monroe Diagnostic and Resource System, were seen in the diagnostic center of Variety Children's Hospital; and project teachers made placement recommendations as a result of the diagnoses.

Family contact and supportive services of community agencies were made available by project teachers. Tutor companions were provided for students who remained out of school because of their need for one-to-one attention and supervision. Homebound students received home visits by project teachers as well as neurological, psychological, and social work consultative services.

DESOTO COUNTY

School Board of DeSoto County
P.O. Drawer 1460
Arcadia, Florida 33821

Leslie Rhoden, District Superintendent
Marilyn P. Mizell, Exceptional
Student Education

Project Title: DeSoto County Transportation for the Multi-County Handicapped
Number of Students Served: 4
Amount of Funding: $24,186.00
Year of Funding: 1st

Project Summary

The program provided appropriate transportation for unserved pre-school handicapped children and unserved deaf children to an established multi-county educational program in Sarasota County.

GULF COUNTY

School Board of Gulf County
P.O. Box 969
Port St. Joe, Florida 32456

David Bidwell, District Superintendent
Laura Geddie, Director, Exceptional Student Education

Project Title: Gulf Student Not in School
Number of Students Served: 1
Amount of Funding: $3,912.00
Year of Funding: 1st

Project Summary

The project provided transportation and a tutor companion which enabled a profoundly retarded Port St. Joe child not receiving an education to attend a program for the profoundly retarded at Oak Grove Center in Panama City. The student participated in the on-going educational program in the areas of self-care, social skills, and language development.

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JACKSON COUNTY

School Board of Jackson County
P.O. Box 809
Marianna, Florida 32446

Robert E. Childs, District Superintendent
Drucilla E. Brown, Director, Exceptional Student Education

Project Title: Project for Emotionally Disturbed Children
Number of Students Served: 2
Amount of Funding: $8,788.00
Year of Funding: 1st

Project Summary

The project provided support services needed to enable two emotionally disturbed students to participate in an appropriate program. Each child was given a full psychological work-up by the Jackson County Guidance Clinic. The clinic staff then met with the teacher, aide, and parents to determine in which area each child's behavior was deficient due to emotional disturbance. Educational and behavioral goals were established and the teacher developed an instructional program.

LAKE COUNTY

School Board of Lake County
201 W. Burleigh Boulevard
Tavares, Florida 32778

Bernard McCabe, District Superintendent
F. P. Hatfield, Jr., Director, Exceptional Student Education

Project Title: Support Services for Deaf Children In Regular Classroom
Number of Students Served: 5
Amount of Funding: $18,907.00
Year of Funding: 1st

Project Summary

The project provided transportation for children in Lake County who require a self-contained classroom for optimum learning to an established program for the hearing-impaired in Orange County.

LEON COUNTY

School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Ned Lovell, District Superintendent
Foster Rosser, Director, Exceptional Student Education

Project Title: Program for the Unserved
Number of Students Served: 9
Amount of Funding: $8,944.00
Year of Funding: 1st

Project Summary

The project provided educational programs on a home-bound basis for nine exceptional children who were not receiving an education. Activities of the project enabled students to receive an individualized educational program. Parents attended an information and training program helping them to establish realistic social, academic, and practical behavior management skills for their children.

LEON COUNTY

School Board of Leon County
2757 West Pensacola Street
Tallahassee, Florida 32304

Ned Lovell, District Superintendent
Foster Rosser, Director, Exceptional
Student Education

Project Title: PHIPPS—Physically Handicapped Instructional Program Pre-School
Number of Students Served: 7
Amount of Funding: $4,811.00
Year of Funding: 1st

Project Summary

The project supported (with instructional supplies and equipment) a program for pre-school physically handicapped children which was established jointly by the Leon County Schools and United Cerebral Palsy Foundation of Tallahassee. UCP provided classroom space and physical therapy. Leon County provided a teacher and an aide.

LIBERTY COUNTY

School Board of Liberty County
P.O. Box 428
Bristol, Florida 32321

John Fairchild, District Superintendent
E. Moody Eldridge, Director, Exceptional Student Education

Project Title: Program for Exceptional Student Not In School
Number of Students Served: 1
Amount of Funding: $2,499.00
Year of Funding: 1st

Project Summary

The project provided transportation, special equipment, physical therapy, and an aide which enabled a profoundly retarded student who was not in school to be enrolled at Hope School in Jackson County.

MARION COUNTY

School Board of Marion County
P.O. Box 670
Ocala, Florida 32670

William Fish, District Superintendent
Edward L. Smallwood, Director, Exceptional Student Education

Project Title: Quality Transportation for Exceptional Students
Number of Students Served: 36
Amount of Funding: $27,488.50
Year of Funding: 1st

Project Summary

Mini-buses were purchased and salaries were provided for drivers to transport handicapped students to schools. Transportation was provided for physically handicapped, emotionally disturbed, trainable mentally retarded, and deaf students living a great distance from programs that met their special needs.

MONROE COUNTY

School Board of Monroe County
P.O. Drawer 1430
Key West, Florida 33040

Armando Henriquez, District Superintendent
William Osterhoudt, Director, Exceptional Student Education

Project Title: Services for the Severely Multiply Handicapped Child
Number of Students Served: 1
Amount of Funding: $4,000.00
Year of Funding: 1st

Project Summary

Educational programming was made for the immediate and long-term needs of a severely physically impaired and mentally handicapped six-year-old male. Rehabilitative equipment essential for treatment of this exceptional child was obtained. Child support personnel implemented the educational plan which was developed specifically to treat the needs of the home-bound multiply impaired child who was receiving no special education services.

MONROE COUNTY

School Board of Monroe County
P.O. Drawer 1430
Key West, Florida 33040

Armando Henriquez, District Superintendent
William Osterhoudt, Director, Exceptional Student Education

Project Title: Monroe Educational Implementation Project
Number of Students Served: 26
Amount of Funding: $38,860.00
Year of Funding: 1st

Project Summary

Exceptional students not receiving an education were identified through the Dade-Monroe Diagnostic and Resource System and were seen in the diagnostic center of Variety Children's Hospital.

Objectives of the project were:

1. To assist the district in implementing educational plans for handicapped students who were not receiving an education.
2. To provide direct child support for maintaining these students in an educational setting.
3. To provide in-home educational planning on homebound services for multi-handicapped and remote and rural students who are unable to attend school for medical reasons.
4. To coordinate activities with the total state services for children who were not receiving an education.

Evaluation of the project showed that 92% of the students served remained in the educational setting for the school year. Eighty-five percent attained educational growth as demonstrated in the post-testing report. Four students received homebound instruction.

PINELLAS COUNTY

School Board of Pinellas County
P.O. Box 4688
Clearwater, Florida 33518

Gus Sakkis, District Superintendent
Paul Stephens, Director, Exceptional Student Education
Nancy Crawford, Project Coordinator

Project Title: Initiation of a Multiply Handicapped Deaf/Blind Class
Number of Students Served: 1
Amount of Funding: $3,800.00
Year of Funding: 1st

Project Summary

A multiply handicapped deaf/blind student who was not receiving an education received a specialized instructional program in a classroom facility designed for teaching multiply handicapped deaf/blind students. An educational plan was developed based on evaluative data received from Child Study Center, Peabody College, Nashville, Tennessee. The curriculum emphasized general behavior, daily living skills, sensory training, motor development, and receptive and expressive language.

ST. LUCIE COUNTY

School Board of St. Lucie County
2909 Delaware Avenue
Ft. Pierce, Florida 33450

D. R. Seelinger, District Superintendent
William E. Wright, Director, Exceptional Student Education

Project Title: A Comprehensive Program for the Physically Handicapped
Number of Students Served: 3
Amount of Funding: $25,000.00
Year of Funding: 1st

Project Summary

The project provided a comprehensive program for the physically handicapped to include an adaptive educational program, physical therapy, career planning, and vocational training for children ages 5–21.

Objectives included:

1. To place identified and diagnosed physically handicapped children in appropriate educational classes.
2. To determine the extent of physical handicap and develop a physical therapy program for each child.
3. To develop instructional programs for each child.
4. To provide teachers with assistance in working with physically handicapped children.
5. To provide students with an individualized instructional plan which included a career education component in conjunction with the academic skill areas.

"Overview of Curriculum" was developed with "Sample Basic Curriculums" for most of the areas listed in the overview.

SARASOTA COUNTY

School Board of Sarasota County
2418 Hatton Street
Sarasota, Florida 33577

Gene M. Pillot, District Superintendent
Lee Coose, Director, Exceptional Student Education

Project Title: Sarasota Regional Program for Pre-school Handicapped
Number of Students Served: 20
Amount of Funding: $118,500.00
Year of Funding: 1st

Project Summary

Individualized patterns for learning and socialization were developed for identified unserved pre-school handicapped children ages 3–4 who were mainstreamed into an existing Head Start Program. Children from Manatee and DeSoto Counties were included in the program. Activities stressed the competencies necessary for success in working with young children. Presentation was in module form which was self-paced, self-corrective, and sequential in nature and scope. Multiple agency involvement was an integral part from initial identification to ongoing services provided to the child and family.

Evaluation consisted of meeting the performance standards, as set forth by the Office of Human Development, Child Development Division, HEW; pre- and post-test competency-based training modules; and follow-up evaluations to determine success or failure of placement.

SUWANNEE COUNTY

School Board of Suwannee County
Warren and Church Streets
Live Oak, Florida 32060

Spessard Boatright, District Superintendent
Lillian Sasnett, Director, Exceptional
Student Education

Project Title: Project for Exceptional Student Not In School
Number of Students Served: 1
Amount of Funding: $1,428.00
Year of Funding: 1st

Project Summary

The project provided transportation for a student who lived in a remote rural area and had not been able to attend school. A contract was made with a private individual to provide transportation beyond the point where county transportation jurisdiction ended.

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WASHINGTON COUNTY

School Board of Washington County
206 North 3rd Street
Chipley, Florida 32428

Kelly Brock, District Superintendent
Beverly Helms, Director, Exceptional Student Education

Project Title: Service to the Unserved
Number of Students Served: 1
Amount of Funding: $9,550.00
Year of Funding: 1st

Project Summary

Services were provided so that a severely physicaliy handicapped child who had not been receiving services was able to attend, participate, and benefit from the activities in a regular classroom with his chronological and mental age peers. Inservice provided assistance to the tutor companion, teachers, and parents in understanding the child's handicap and in developing realistic goals for him.

Objectives were:

1. To determine and effect positive change in the social, academic, and vocational skills of the student.
2. To determine and effect favorable change in the knowledge and attitudes of the parents toward the child's handicap.

A tutor companion accompanied the student to and from school and assisted him in participating in school activities. The student was evaluated three times during the school year to determine if specific objectives were being accomplished.

PROFOUNDLY RETARDED

CITRUS COUNTY

School Board of Citrus County
1507 West Main Street
Inverness, Florida 32650

Roger Weaver, District Superintendent
William Delp, Director, Exceptional Student Education

Project Title: Instructional Program for the Profoundly Mentally Handicapped
Number of Students Served: 7
Amount of Funding: $52,743.00
Year of Funding: 1st

Project Summary

The project provided a unified school approach to the trainable mentally handicapped and the profoundly mentally handicapped population. Goals were directed at self-help, motor, and communication skills.

Objectives were:

1. To develop eligibility criteria and provisions for referral, screening, identification, placement, and dismissal.
2. To design and equip a center.
3. To develop individual educational plans and establish an appropriate curriculum.
4. To provide inservice and support services to personnel in the program.

Informal tests were developed using the Brodkee, Kirkpatrick, and Rosenblatt (BKR) assessment and a section of the Mann Suiter development scales for basic skills. Parents were receptive to the program and their involvement played a vital role in the program.

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ESCAMBIA COUNTY

School Board of Escambia County
P.O. Box 1470
Pensacola, Florida 32502

J. E. Hall, District Superintendent
James A. Pace, Director, Exceptional Student Education
William H. Martin, Project Coordinator

Project Title: Public School Services for Multi-Handicapped Children
Number of Students Served: 6
Amount of Funding: $150,000.00
Year of Funding: 1st

Project Summary

A program was begun for profoundly retarded, severely retarded, and multi-handicapped children who were not being served by the public school program. The project provided for remodeling, relocatable facilities, equipment, and special buses. A classroom was provided until construction of the relocatable facility was completed. A workshop was held for parents of children entering the program.

HAMILTON COUNTY

School Board of Hamilton County
P.O. Box 1059
Jasper, Florida 32052

J. W. DeVane, District Superintendent
Lillian Sasnett, Director, Exceptional Student Education

Project Title: Instructional Program for Profoundly Retarded
Number of Students Served: 4
Amount of Funding: $27,368.00
Year of Funding: 1st

Project Summary

The project served severely and profoundly retarded students from Hamilton, Madison, and Suwannee Counties. The instructional program was individualized for each student and placed emphasis on infant stimulation, motor development, personal and social skills, and communication. Interagency cooperation was utilized both in referral and provision of services.

The teacher and occupational therapist assessed each student and developed treatment goals. Each child received one-to-one training in the following areas: se'f-help, fine and perceptual motor skills, gross motor skills, communication, and social skills. Construction of the portable classroom was begun July, 1976.

HERNANDO COUNTY

School Board of Hernando County
919 U.S. 41 North
Brooksville, Florida 33512

James K. Austin, District Superintendent
Ruth H. Marsh, Director, Exceptional Student Education

Project Title: Instructional Program for the Profoundly Retarded
Number of Students Served: 9
Amount of Funding: $36,925.00
Year of Funding: 1st

Project Summary

In a program for profoundly mentally retarded students, areas of emphasis were language development, physical improvement, self-help skills, social learning, and academics. The efficacy of the program was evaluated in terms of behavior changes in students as determined by performance objectives.

INDIAN RIVER COUNTY

School Board of Indian River County
P.O. Box 2648
Vero Beach, Florida 32960

William H. McClure, District Superintendent
Harry R. Hurst, Director, Exceptional Student Education

Project Title: Program for Severely and Profoundly Retarded
Number of Students Served: 7
Amount of Funding: $60,461.65
Year of Funding: 1st

Project Summary

The project provided resources essential for establishing a class in Indian River County for severely and profoundly retarded children of legal school age who were not enrolled in a program. Each pupil received a complete medical, psychological, and occupational evaluation. Utilizing the evaluation data, a program was designed for the pupils. The services of a physical therapist and an occupational therapist were regularly scheduled. Transportation and modification of a classroom were also provided.

LEVY COUNTY

School Board of Levy County
P.O. Box 128
Bronson, Florida 32621

Lee Martin, District Superintendent
Jo Ellen Kellerman, Director, Exceptional Student Education

Project Title: A Family Centered Approach to Profound Retardation
Number of Students Served: 6
Amount of Funding: $46,300.00
Year of Funding: 1st

Project Summary

A teacher acted as a behavior management specialist to assist each profoundly mentally retarded student in attainment of specific measurable objectives encompassing basic life survival skills. A parent counseling and educational program was planned around a behavior management format through group and individual sessions.

A relocatable building, designed to meet the needs of the profoundly retarded, was placed on the campus of Williston Intermediate School. The instructional program was based upon adaptive behavior scale findings set in behavioral objectives format. Tools for evaluation tasks included behavior rate charts, comparative graphing, video-taping, still photographs, check-lists, and systems flow charts.

SANTA ROSA COUNTY

School Board of Santa Rosa County
P.O. 271
Milton, Florida 32570

Radford M. Locklin, District Superintendent
Jerry Vaughan, Director, Exceptional Student Education

Project Title: Instructional Program for the Profoundly Retarded
Number of Students Served: 10
Amount of Funding: $55,725.00
Year of Funding: 1st

Project Summary

An instructional program was provided for profoundly retarded students which included training in the areas of social and emotional development, self-help skills, communication skills, cognitive skills, motor skills, and parent training. Criteria for eligibility were determined and students were evaluated and placed by a County Wide Placement Committee. The program was housed in a relocatable building on a campus of an elementary school.